



PRIORY SCHOOL
EDGBASTON

ACCESSIBILITY POLICY

(STATUTORY)

Trustee Committee:	Risk & Compliance	
Date Approved:	September 2026	
Next of Review:	September 2027	
Member of Staff Responsible:	R Higgins Finance and Facilities Manager	
Trustee Overseer:	Mrs Watts Rai	
Intended Audience:	Options: Employees, Volunteers, Pupils, Visitors, Parents	
Relevance:	Whole School	Yes
	Early Years	Yes
	Preparatory	Yes
	Seniors	Yes
Access:	Website	Yes
	Internal	Yes
	Restricted	No

Our Mission Statement

Priory School is a thriving, co-educational independent school founded upon a rich Catholic heritage which welcomes those from all faiths and none.

In partnership with parents and guardians we provide a nurturing, family-based ethos, alongside high-standards of teaching and learning, enabling all pupils to achieve their potential.

We embrace diversity and interfaith understanding alongside awareness of environmental and global issues, in response to the needs of our time.

The Governors and staff at Priory School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs.

The Governors, staff and pupils are committed to the safeguarding and welfare of pupils and staff.

To meet the needs of our school community, all our policies, including this policy, can be made available on different formats such as different font sizes or styles, colour, or alternate languages.

The Governing Council understands it has responsibility for ensuring the effective oversight of this policy and will assess, evaluate and review as necessary.

1.0 Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils, staff, families and visitors because of -

Disability (physical, cognitive, sensory, learning, mental health).

Special Educational needs or disabilities

Age

Race

Colour

Sex

Nationality or ethnic origin

Gender, gender identity, or gender expression

Sexual orientation

Pregnancy or maternity

Marriage or civil partnership

Language or English fluency

Socioeconomic background

Immigration status

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Priory School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Finance and Facilities Manager and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Priory School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. This Policy includes the Early Years Foundation Stage.

The school is committed to ensuring that all pupils, regardless of need, disability, background, faith, culture or circumstance, have equal access to learning opportunities and are able to participate fully in school life. As part of this commitment, the school actively promotes the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are embedded throughout the curriculum, assemblies, pastoral provision and wider school experiences, enabling pupils to develop as respectful, responsible and active members of society. Reasonable adjustments will be made where necessary to ensure that all pupils can access opportunities to learn about, experience and contribute to these values, fostering an inclusive environment in which diversity is celebrated and every individual is valued and respected. Please see our Fundamental British Values Triangulation document which documents where these values are taught across both the curriculum and wider life of the school.

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Priory recognises that pupils with SEND, disabilities, health conditions or communication needs may face additional safeguarding challenges or barriers to recognising, reporting or disclosing harm. Staff must not assume that changes in behaviour, distress, injury or presentation arise solely from a pupil's disability or additional need. Where there is a safeguarding concern, this must be reported promptly to the DSL/DDSL in accordance with the Safeguarding and Child Protection Policy.

The Priory School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Priory School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Priory School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

1) Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

SLT have considered:

- The problems of physical access caused by the fixed classroom system.
- The difficulties of "access" to the education generally for specified types of disability: e.g., sight- or hearing-impaired, pupils with dyslexia, etc.
- Pupils with particular disabilities e.g., Marfan Syndrome, Diabetes or Cystic Fibrosis may not be able to access some of the physically challenging aspects of the curriculum such as PE and Games, or some extra-curricular activities such as the Duke of Edinburgh's Award Scheme.

SLT considers it appropriate to provide for flexibility in the curriculum, to provide those pupils affected with the ability (subject to their parents' consent) to 'opt out' of certain activities and lessons for which they would be physically unsuited.

2) Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

3) Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe. All significant policies are available on our website.

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4) The Priory School, School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

5) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

6) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Senior Behaviour Policy and Prep Behaviour Policy

Curriculum Policies

Equal Opportunities Policy

Health & Safety Policy

Additional Educational Needs Policy

7) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan, in order to inform the development of a new Accessibility Plan for the ongoing period.

8) The Accessibility Plan will be published on the school website.

9) The Accessibility Plan will be monitored by the Finance and Facilities Manager

10) The Accessibility Plan may be monitored by Ofsted and/or ISI during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2.0 Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below:

3.0 Current Good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, student health forms are maintained and updated annually. Priory School works in partnership with parents and carers to ensure that a close dialogue is maintained relating to the health and wellbeing of all pupils.

3.1 Physical Environment

Disabled pupils can participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are areas of the building that present access limitations for those with a physical disability due to the design and construction of this listed building. We aim to reduce these limitations where possible through the development of the Priory School Access Plan. As the school is a listed building some alterations

Reviewed and Revised by Rebecca Higgins – 09 / 2026

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would not be approved Calthorpe Estates and due to the school's current financial limitations any alternations are not viable.

3.2 Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment and humanities for pupils with learning difficulties.

3.3 Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. Communication methods and reasonable adjustments will also be used where necessary to enable pupils to report safeguarding or wellbeing concerns. This may include visual aids, communication devices, adapted language or specialist support.

3.4 In addition to this, we will;

- Continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- Work to provide an atmosphere where all children / young people feel safe and valued;
- Promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- Examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

4.0 Roles and Responsibilities

- **Headteacher:** Overall responsibility for implementing and monitoring this policy.
- **SENCO (Special Educational Needs Coordinator):** Oversees accessibility planning and coordinates support for students with disabilities.
- **Finance and Facilities Manager:** To ensure the building is maintained and is a safe environment for all who use it.
- **Staff:** Ensure teaching practices and classroom environments are inclusive.
- **Governors:** Review the Accessibility Policy and monitor progress.

5.0 Access Audit

5.1 Senior School Building

The Senior School is a three-story construction. There are removable ramps to assist entry to the Main Reception area. All ground floor classrooms are accessible to wheelchair users with some low steps to be negotiated. Wide corridors with double doors allow ease of movement around this building. The first and second floors are currently inaccessible to wheelchair users or to those with limited mobility due to stair access.

5.2 Prep School Building

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The Preparatory School is a two-story construction. All ground floor classrooms are accessible to wheelchair users and require the negotiation of some small steps. Wide corridors with double doors allow easy movement around this building.

The first floor is not accessible to wheelchair users or to those with limited mobility due to stair access.

5.3 Prep School Playground

The playground can be accessed with ease by wheelchair users from the majority of ground floor classrooms with the negotiation of one low step.

5.4 Main School Hall

The School Hall is on the ground floor and is accessible from the west end entry gate for wheelchair users. There is one low step to negotiate at the side entry doors.

5.5 Libraries

For wheelchair users the Senior Library is accessible through the rear door from the upper lawns. There are a few low steps prior to entry. Once in the Library, there are varying levels with step access.

For wheelchair users the Prep Library is accessible through the rear cottage door.

There is one step at the entry door. Once inside the Library, there are varying levels with a step at the entry point to each level.

5.6 Dining Hall

The Dining Hall is situated on the ground floor of the Prep School building and is accessible to both Senior and Prep School pupils. There is one minor step to negotiate for wheelchair users at the main Prep School entrance.

5.7 DT Building

The Design Technology Building is a separate building situated off the front car park. This building can be accessed by wheelchair from the rear entrance.

5.8 Science Department

All four of the School's Science Labs are situated on the 1st floor of the Prep School building. This area is not accessible to wheelchair users or to those with limited mobility due to stair access.

5.9 Sports Hall

The Sports Hall is situated to the rear of the main buildings and is accessible to all. Changing Rooms are on the same level. There are no obstructions to access.

5.10 Car Park

The onsite car park for staff, parents and visitors is situated to the front of the building. Car park entry and exit are through wide gates and the car park is a mix of flat and sloped ground with no obstructions.

5.11 Disabled Toilet Facilities

A disabled toilet facility is situated in the west end corridor on the ground floor of the Senior School building. A disabled toilet facility is situated in the Prep School building opposite the main Dining Hall doors.

5.12 Priory School Grounds

To the rear of the main school buildings are flat lawns with gravel pathways. Below the top lawns on a lower level are the main school fields, which are accessed across a solid bridge. The fields are on a slight gradient but still allow free access to all areas.

5.13 Tennis and Netball Courts

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The Tennis and Netball courts are situated at the very bottom of our fields and can be accessed with ease by all.

5.14 Forest School

The Forest School area is situated in the rear grounds and is accessible to all.

The natural rough terrain can be difficult for wheelchair users to negotiate.

The Outdoor Learning Hub is not accessible to wheelchair users due to the several steps on entry.

5.15 Football Pitch

The Football Pitch is located midway down the rear grounds and can be accessed with ease by all.

5.16 The Orchards

The Orchards are situated toward the top of the rear grounds and can be accessed with ease by all.

5.17 Medical Centre

The Medical Consulting Room and First Aid Room are situated in the Prep School and can be accessed by negotiating two low steps.

5.18 Swimming lessons

Pupils take swimming lessons at the University of Birmingham swimming pool and Edgbaston Priory Club which has facilities to cater for all levels of physical disability.

5.19 Parking

There is designated Disabled Parking outside the main entrance to the Senior School on the front car park.

5.20 School Fees & Finance

The Finance Office is situated on the front car park where parents with disabilities can discuss financial matters in the easily accessible ground floor office.

5.21 External Ground Surfaces

To the front of the building, the main car park is a Tarmac finish allowing easy manoeuvring for wheelchair users. To the rear of the building, there are limited block paved and slab areas which also offer easy manoeuvring. The majority of the rear grounds are gravel paths and grass areas which are uneven and sloped in places. These areas require a little more effort but are accessible to wheelchair users.

5.22 School Minibus

The twelve-seater minibuses are both fitted with removable seats to the rear and access ramps to assist wheelchair access.

5.23 Health & Safety

The school has internal emergency signage with escape routes clearly marked.

All areas are monitored by the Finance and Facilities Manager who reports to the Priory School Health and Safety Committee.

6.0 Management, Co-Ordination and Implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority.

7.0 Priory Accessibility Plan

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7.1 Improving Access to the Curriculum

Target	Actions	Responsibility	Timeline	Success Criteria
Ensure all students with SEND can access the full curriculum	Identify individual needs through assessments and SEND register; provide differentiated teaching; implement assistive technologies	SENCO / Class Teachers	Ongoing, reviewed annually	All students with SEND making expected progress
Provide exam accommodations for eligible students	Apply for access arrangements; train staff on exam accommodations	SENCO / Exams Officer	Reviewed each term	100% of eligible students receive appropriate exam support
Support inclusive PE, music, and extracurricular activities	Adapt activities for students with mobility or sensory impairments; provide specialist equipment	PE / Music / Club Leaders	Reviewed annually	All students participate fully in school activities

7.2 Improving Physical Access

Target	Actions	Responsibility	Timeline	Success Criteria
Ensure all buildings are wheelchair accessible	Maintain ramps and wide doorways; conduct accessibility audits	Finance and Facilities Manager / Headteacher	Audit every 12 months	limited accessibility for students with mobility impairments. Under constant review.
Improve signage for visually impaired students	Install clear, high-contrast signs.	Finance and Facilities Manager	12 months	Positive feedback from visually impaired students and parents
Maintain safe evacuation routes	Update evacuation plans; train staff annually on emergency procedures	Health & Safety Officer / SENCO	Reviewed annually	All students can evacuate safely in an emergency in acceptable time.

7.3 Improving Communication and Information Access

Target	Actions	Responsibility	Timeline	Success Criteria
Provide information in alternative formats	Offer large print, and digital formats; ensure website and newsletters are accessible	Admin Staff / SENCO / IT Manager	Reviewed each term	All parents/students can access information
Ensure effective communication with non-English speaking parents	Provide translation or interpreter services as required	SENCO / Admin Staff	As needed	Parents report understanding school communications
Enhance staff awareness of accessibility	Conduct staff training on SEND, accessibility, and inclusive communication	SENCO	Annually	Staff demonstrate understanding and

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inclusive practice in lessons

7.4 Social and Cultural Inclusion

Target	Actions	Responsibility	Timeline	Success Criteria
Promote participation in extracurricular activities	Ensure clubs, trips, and events are accessible; provide support for students with disabilities	Club Leaders / SENCO	Reviewed each term	100% of students can participate in at least one extracurricular activity
Prevent bullying of students with disabilities	Implement the Anti-Bullying, Behaviour and Safeguarding policies; ensure concerns are recorded and escalated appropriately where there may be a safeguarding dimension.	Pastoral Lead / SENCO	Reviewed annually	Reduction in bullying incidents; positive student feedback
Raise awareness of SEND	Organize workshops, assemblies, and events for students and parents	SENCO / PSHE Coordinator	Ongoing	Students and parents demonstrate awareness and understanding

8.0 Reporting Concerns and Accessibility Barriers

Anyone wishing to report an accessibility issue or request support may contact
SENDCo – a.shuttleworth@prioryschool.net
Finance or Facilities Manager – r.higgins@prioryschool.net

All concerns will be addressed promptly and confidentially

9.0 Monitoring and Reviewing Accessibility

- The Accessibility Policy and Plan will be reviewed every 24 months by the SENCO and the governing body.
- Progress towards targets will be reported to governors and published on the school website where required.
- Updates will reflect feedback from students, parents, staff, and accessibility audit

10.0 Monitoring and Review

Legislation and Codes of Practice as they apply to school policies are constantly being reviewed and any change will be reflected in our documentation as soon as practicable.

The policy will be monitored by the Finance and Facilities Manager who will report to the Headteacher on a regular basis.

It will be reviewed by the designated member of the Governing Council.