

Priestley Primary School

Accessibility Policy/Plan

Reviewed Autumn 2025



The Purpose of this Plan

This plan shows how Priestley Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual Information

Priestley Primary School serves the population of the Wiltshire town of Calne, its catchment area being predominantly being east of Oxford Road. The school is a two storey flat roofed building that was opened in 1969 that is built into sloping ground meaning that classrooms are spread across two storeys. A new classroom extension was added to the school in 2019. This is joined to the old school via a link corridor. These classrooms are fully accessible from the playground entrance or via the main school reception and the access lift located in the link corridor. The school hall & offices are on a lower level connected to the two storey building and new build classrooms via stairs. We have two access lifts, one located in the main school reception and one located in the link corridor to the new build classrooms. Two of the three playgrounds wrap around the side & back of the school on the same level with several steps down linking to the lower playground that wraps around the front of the building.

Current Range of Known Disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. We have a very small number of pupils and parents who have a hearing impairment or a visual impairment. At present, we have one wheelchair dependent pupil. There are ramps and facilities in place to accommodate the pupil's requirements. We have some parents with mobility scooters and they are able to access the school playgrounds to bring their children to school. They are also able to access the school hall and reception for school assemblies/events.

Areas of planning responsibilities

1. Increasing access for disabled pupils to the school curriculum when and where required (this would include not only day to day teaching and learning but also the wider curriculum of the school and participation in after-school clubs, leisure and cultural activities or school visits).
2. Improving access to the physical environment of school. This includes improvements to the physical environment of the school and its grounds. In the last three years, two access lifts have been installed, three accessible toilets have been created, ramps from the school hall, classrooms and also ramps linking playgrounds. A fully accessible classroom block has been built. The school reception area has also been modernised to allow full access to the reception and school hall.
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

This accessibility plan should be read in conjunction with the Equalities Policy and SEN Policy.