



Victoria Road Primary School Accessibility Plan

Policy written by	School
Adopted	September 2022
Next Review	September 2023
Head teacher	Mrs Emma Roberts
Chair of Governors	Mr Vincent Whitehead

Signed:..... Head Teacher

Signed:..... Chair of Governors



Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum over time
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils over time

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Victoria Road Primary School is a values driven school community with the expectation that everyone promotes our core values of Care, Achieve, Respect and Enjoy (CARE).

We are a fully inclusive school and the needs of our pupils include a range of difficulties, such as: Speech and Language, Dyslexia, Autism Spectrum Conditions, Attention Deficit Hyperactivity Disorder, Hearing Impairment, Visual Impairments, Emotional and Behavioural Difficulties and Moderate Learning Difficulties.

At present, the school environment has been modified in the following ways:

- Disabled toilets, changing and showering facilities are accessible and available.
- Emergency and evacuation procedures are accessible to all at present, alarms are auditory and the assembly point is on the playground with ramp access.
- There are a number of spaces within the school for small group and individual work: Library, Sunshine Room, Beech Classroom, Larch Classroom and the Community Room.



- Furniture and equipment throughout the school is selected based on the size and needs of pupils. Where necessary this will be modified.
- All pupils are encouraged and supported to succeed in the full curriculum, which is adapted to meet their needs.
- We believe all pupils should have the opportunity to access school visits and residential where possible and full risk assessments are completed. A
- Access to information in the classroom is enabled through the use of visual cues e.g. visual timetables and the labelling of equipment and resources.
- The Learning Environment Policy reflects the need to support children's learning and avoid cognitive overload, in classrooms, intervention spaces and the wider school environment.
- We have a clear policy on the administration of medicines, with staff trained in Emergency First Aid and 'Epi-Pen' administration. There is a Medical Register, detailing medical needs to all pupils and those whose needs are most acute are clearly identified Epi-pens and inhalers are always taken on visits and trips out of school.
- Our SEN provision is overseen by a designated Special Educational Needs Co-ordinator (SENDCo).

This plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors. The school supports any available partnerships to further develop and implement the plan.



Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Practice	Objectives	Actions	Staffing	Date	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ol style="list-style-type: none"> 1. Teaching is adapted to meet the needs of all children in all lessons. 2. Curriculum progress is tracked for all pupils, including those with a disability through assessment. Next steps and interventions are identified. B Squared is also used to support the tracking of some pupils with Special Educational Needs (those working significantly below age-related expectations). From these assessments targets are set effectively and are appropriate for pupils with additional needs. 3. The curriculum is reviewed regularly by subject coordinators to ensure it meets the needs of all pupils and to establish a curriculum that is engaging and meets the needs of all learners. 4. Children with SEMH difficulties are identified through the use of the Edinburgh-Wessex Well Being Scale. These children receive targeted interventions and support and where appropriate are referred to our EMHP. 	<p>To continue to improve the provision in place for children with SEND. To increase the participation and engagement of children with SEMH difficulties.</p>	<p>SEND learning walks to focus on support and adaptations which are made for children with SEND. SENCO will continue to complete SEN observations for individual children, providing 'Notes of Visit' to class teachers outlining strategies and timescales for their implementation. SEND book scrutiny to focus on support for SEN children and how SMART targets from SEN Support Plans are implemented. Edinburgh Wessex Well Being Scale to be completed termly with all children to track well-being. Identified children to receive appropriate interventions and referrals to EMHP if necessary.</p>	<p>SENCO Subject Leaders</p>	<p>July 2023</p>	<p>Staff will tailor lessons effectively to the needs of their learners Pupils with SEND will make good progress across the curriculum. All pupils requiring support with mental health and well-being will receive this, either from EMHP or LI. The Edinburgh Wessex Well-being Scale will demonstrate increased levels of well being.</p>



<p>Improve and maintain access to the physical environment.</p>	<ol style="list-style-type: none"> 1. Ramps to access the ground floor of the building. 2. Wheelchair accessible corridors in the lower floor of the building. 3. Disabled toilet. 4. Shower facilities. <p>The first floor and mezzanine levels are not currently accessible for wheelchairs or those with mobility issues. If the need arose, we would need to investigate the possibility of making adaptations to the building to make these areas accessible or to move facilities from these areas to the ground floor. where they could be accessed.</p>	<p>To ensure that the school is accessible for all of its users.</p>	<p>Health and Safety Audit</p>	<p>Site Manager</p>	<p>July 2023</p>	<p>The school continues to be accessible to all members of its community.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources. • Coloured books and overlays. • Pictorial or symbolic representations where required e.g. visual timetables. • Task planners and success steps to break down learning to support processing information. • Key information (first raiders, safeguarding, Mental Health First Aiders) are visible around school and are accessible to children. 	<p>All children who require adapted resources are identified and have access to resources that meet their individual needs.</p>	<p>Referrals to the Orthoptists are made for all children who are 8 years + and display indicators outlined in the Othoptist referral forms.</p> <p>All children (5+) to be screened using the Visual Stress Assessment Pack.</p>	<p>SENCO Class Teachers TAs</p>	<p>Spring 2023.</p>	<p>Necessary referrals to be made.</p> <p>Identified strategies are in place (E.g. identified children have access to adapted resources and additional time).</p> <p>All children from Y1 - Y6 will have completed the Visual Stress Assessment Pack. Those with an identified need will be referred on, if appropriate, and will have access to adapted materials as necessary.</p>



Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report Supporting pupils with medical conditions policy



