



Victoria Road Primary School Accessibility Plan

Policy written by	School
Adopted	September 2023
Next Review	September 2026
Head teacher	Mrs Emma Roberts
Chair of Governors	Mrs Hilary Moss

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, Willow 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.
- 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	Staff	Date	Success Criteria
Increase access to curriculum for pupils with disability	<ol style="list-style-type: none"> Teaching is adapted to children in all lessons. Curriculum progress is including those with assessment. Next steps are identified. B Squ support the tracking (Special Educational Needs significantly be expectations). From targets are set e appropriate for pupils v The curriculum is re subject coordinators to needs of all pupils curriculum that is eng needs of all learners. Children with SEMH d through the use of the Well Being Scale. The targeted intervention where appropriate are 	<p>To continue to i provision in children with SEMH</p> <p>To increase the p and engagement with SEMH diffic</p>	<p>SEND learning focus on sup adaptations which for children with s</p> <p>SENCO will c complete SEN o for individual providing 'Notes class teachers strategies and for their impleme</p> <p>SEND book s focus on suppo children and ho targets from SE Plans are implem</p> <p>Edinburgh We Being Scal completed term children to track</p> <p>Identified childre appropriate int and referrals to necessary.</p>	SENCO Subj Leaders	July 20	<p>Staff will tailo effectively to th their learners</p> <p>Pupils with S make good across the curri</p> <p>All pupils r support with health and well receive this, e EMHP or Edinburgh Wes being Sca demonstrate levels of well be</p>
Improve main access to physical environment	<ol style="list-style-type: none"> Ramps to access the building. Wheelchair accessible floor of the building. Disabled toilet. Shower facilities. <p>The first floor and mezzar currently accessible for whee mobility issues. If the need are investigate the possibility of n the building to make these at move facilities from these area where they could be accessed.</p>	To ensure that th accessible for users.	Health and Safet	S i Manage	July 20	The school co be accessib members community.



<p>Impr access m o specia teachin children have EHCP, v the ider need S E M through provision S E Resou Base</p>	<ol style="list-style-type: none"> 1. The school was succes to open two SEMH public consultation has the school has been Mainstream Primary S Provision. 2. In November 2023, th Provision will open to KS1. 3. In September 2024 a s Provision will open for 	<p>To continue to i provision in children with SEMH</p> <p>To increase the p and engagement with SEMH diffic</p>	<p>All Resource Ba receive appropri to enable them t needs of childre provision.</p> <p>Training will be d mainstream delivered direct staff meeting, I twilights.</p> <p>An appropriate will be develop the needs of the the Resource SEMH eleme curriculum will b through the use and Milo, as evidence bas curriculum.</p> <p>The school will ta research pr association University of provide outcom Hamish and Mil enable the scho robust evidence towards SEMH children in the Base and wider s</p>	<p>SENCO Resou Base st</p>	<p>July 20</p>	<p>Children in th Resource Base will make good towards the targets and wi access the curriculum.</p>
<p>Improve delive informati pupils w disability</p>	<p>Our school uses a range of col to ensure information is accessi</p> <ul style="list-style-type: none"> • Large print resources. • Coloured books and ov • Pictorial or symbolic r required e.g. visual tim • Task planners and su down learning to s information. • Key information (first Mental Health First around school and children. 	<p>All children w adapted reso identified and h to resources tha individual needs.</p>	<p>Referrals to the are made for who are 8 ye display indicators the Othoptist refe</p> <p>All children (screened using Stress Assessme</p>	<p>SENCO C l a Teacher TAs</p>	<p>S p r 2026</p>	<p>Necessary refe made.</p> <p>Identified strate place (E.g. children have adapted resou additional time)</p> <p>All children fro will have com Visual Stress A Pack. Those identified nee referred on, if a and will have adapted mat 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

