



Victoria Road Primary School

Accessibility Plan

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| Prepared by: | Adopted by Board of Directors |
| CEO and Principal | Spring 2023 |

Statement of intent



All AET policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:

Applying these values to everything we do means always acting with integrity, in the interests of others, being honest, open and transparent and putting the safety of our children first.

This plan outlines how Victoria Road Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable time frame, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LAC / Trustees will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Board of Trustees also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed, and revised in consultation with:

- Pupils' parents.
- The Principal and other relevant members of staff.
- Governors – both LAC and Trustees.
- External partners.

1. Roles and Responsibilities

The Trustees will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The **Principal** will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Trustees, LAC, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The **SENCO** will be responsible for:

- Working closely with the Principal, Trustees and LAC to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Principal in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

2. The Accessibility Audit

The Principal and the Trust Central Team will undertake a Tri-annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Trust will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Trust will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Trust will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Trust will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid.
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- Visual disabilities – this includes those with visual impairments and sensitivities.
- Auditory disabilities – this includes those with hearing impairments and sensitivities.
- Comprehension – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The action that will be undertaken are detailed in the following sections of this document.

AUDITS & ACTION PLANS

Access Audit

Date: 20/03/23

Lead member of staff: Kathy Nichol (Executive Head)

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

| Statement | Fully | Partly | Not | Plan Prompt / Evidence |
|---|-------|--------|-----|--|
| Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability. | | x | | Further work has been identified in teaching pupils with autism and those with complex SEMH needs. |
| All school staff and the governors have had access to training on disability equality and inclusion. | | x | | Governors need training on this. |
| We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people. | x | | | This is constantly evolving but we do take advice. |
| Positive images of people with different abilities are apparent in the classrooms and the school generally. | | | x | |
| Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people. | x | | | |

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| Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability. | | x | | This is quite well-developed, however further work on collaborative learning is our next step. See behaviour development plan |
| When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment. | x | | | |
| Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people with Social Communication Difficulties. | | x | | See above notes for supporting pupils who are neuro diverse. |
| When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology. | | x | | The school is currently developing this. Actions to address are already underway and training will fall in whole school focus next academic year. |
| The provision of laptops or e-devices are considered to aid recording and / or communication. | x | | | |
| School visits are subject to a regular review to ensure increased levels of access or alternative experience. | x | | | |
| The school links with other schools to share good practice. | x | | | |
| Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension. | x | | | |
| Access Arrangements are used when appropriate to support children / young people with accessing assessments. | x | | | |

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| The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIASS, Early Help, etc. | x | | | |
| A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion. | | x | | Responsibilities currently under review due to changes in Local Academy Committee |

Section 2: Physical Environment

| Statement | Fully | Partly | Not | Plan Prompt |
|--|-------|--------|-----|---|
| The size and layout of areas allow access for all children / young people, including wheelchair users. | x | | | As much as is physically possible. No access for wheelchair to offices and nurture room possible. |
| In considering the school budget there is a clear plan to improve access and resources for those with a disability. | x | | | One door (KS1) doesn't have a ramp (quite a step). Do own a portable ramp but added to the Premises Plan a permanent ramp when budget will allow. |
| There is a plan which shows priorities for major and minor works, costed and included in the Academy Improvement Plan. | x | | | Premises Plan |
| The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities. | x | | | Where needed. |
| Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components. | | x | | Only auditory. Added to premises plan for future when alarm replaced. Currently, staff use visible signals for pupils who |

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| | | | | require this e.g. symbols/hand gestures. |
| Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants. | x | | | Personal RAs for pupils with disabilities or physical needs. |
| With regards to ' <i>Supporting pupils at school with medical conditions (2014)</i> ', there is a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training. | x | | | Policy is in date but currently under review. |
| Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available. | x | | | Yes and where tree roots affect the surface, this is addressed. |
| There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to. | x | | | |
| Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom. | x | | | NB – ceilings are very high and this does affect sound quality as there is an echo in some classrooms. |
| The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties, or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability. | x | | | Keep under review and link to needs of pupils currently in the school. |

Section 3: Access to information

| Statement | Fully | Partly | Not | Plan Prompt |
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|-----------|-------|--------|-----|-------------|

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| Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information. | x | | | At this time, there is no need for this, however the school is able to provide this if needed. Would need to purchase audio equipment or work with HI/VI team if required. |
| Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams. | | x | | Further training identified as a need. Will be part of a programme next year. |
| ICT facilities are used to produce written information in different formats as appropriate. | x | | | |
| Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors... | | x | | Further training identified as a need. Will be part of a programme next year. VI/HI will be a focus for training as and when needed. |
| There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability. | x | | | |

Access Planning Template for Period 2023 - 2026

Lead member of staff: Kathy Nichol

Date: 20/03/23

Date of Review: 20/03/23

Name of Reviewer: Kathy Nichol (Executive Head)

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

| | Focus/Objective | Action | People Involved | Timeframe | Cost | Outcome/Review Evaluation |
|------------|---|--|--------------------|------------------|---|---|
| Short Term | All school staff and the governors have had access to training on disability equality and inclusion. | Source and share training | SLT | Summer Term 2023 | | Documentary evidence of completion and impact on challenge provided to leaders (Gobs minutes) |
| | Positive images of people with different abilities are apparent in the classrooms and the school generally. | Ensure that the work we are doing in class and assemblies on disability and mutual respect is reflected in the classroom environment | SLT & all teachers | Summer Term 2023 | A selection of books for classroom use. £100 | Displays/environment Pupil knowledge |

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| Medium Term | Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability. | This is planned as a whole school focus for 2023/24, with a focus on SEMH and ASC | Led by SLT & SENCo | <i>Academic year 2023/24 (starting September 2023)</i> | INSET and Staff Meeting | Pupil voice, observations and outcomes for pupils with SEND demonstrate the aspiration for and the achievement of all pupils. |
| Long Term | Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.. | When alarms are due for replacement, ensure that any new system has a visual element as well as auditory. | SLT & Site Manager | <i>Review 2024</i> | Significant capital works (reviewed as a trust) | |

Additional Views from Consultation

Insert any other views of those consulted during the development of the plan.

Staff are eager to have training to further improve their knowledge in specific, identified areas of SEND. Finance plays a huge part in when costly adaptations/amendments can be made.

Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: Kevin Simpson (CEO)

Date: 20/03/23

Period of Plan being checked;

| Does the plan cover; | Yes/ No | Comments |
|--|------------|----------|
| Access to the Curriculum? | | |
| Access to the Physical Environment? | | |
| Auxiliary aids and services? | | |
| Teaching and learning practices? | | |
| Staff training? | | |
| Culture and ethos? | | |
| Provision of written information? | | |
| | | |
| 2. Are there targets that are; | | |
| Short term? | | |
| Medium term? | | |
| Long term? | | |
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| 3. Are there clear strategies to ensure targets fulfilled? | | |
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| 4. Are there clear outcomes linked to the targets? | | |
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| 5. Is there a realistic time frame? | | |
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| 6. Are there indications as the resourcing of the plan? | | |

Recommendations

