

Accessibility Plan



Policy to be review in September 2025

1. 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
- 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

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.

At Victoria Road Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

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

Our school/Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school/Trust supports any available partnerships to develop and implement the plan.

Our school's/Trust'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.

2. 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.

As a Trust we will 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.

This policy complies with our funding agreement and articles of association.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

4. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

5. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To ensure the curriculum continues to match the individual needs of all pupils.</p> <p>To ensure staff are trained to ensure provision matches the needs of all pupils</p> <p>Increased availability and use of chrome books around the school.</p>	<p>Inclusion Plans</p> <p>INSET for staff re: range of additional needs.</p> <p>Subject leaders to review current resources and develop an awareness of accessibility issues relating to their subject.</p> <p>Increased access.</p>	<p>SENCO</p> <p>Subject leaders</p>	July 2025	Pupils with extra needs make good progress
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Outside access eg. Ramps 	To ensure the building and school environment fits the needs of each child enrolled at the school	Where reasonable adapt the school environment to meet the needs of	Site manager	July 2024	All parents and pupils feel welcome.

	<ul style="list-style-type: none"> • Disabled toilet • Lift 	<p>Vision panels in doors for wheelchair accessibility.</p> <p>Paint light strips on steps outside of school for visual awareness</p>	<p>parents/child dependent on the need.</p> <p>Improve corridor access through purchase of internal ramp.</p>			All parents and pupils have access to the school site and building.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources if required • Pictorial or symbolic representations • Interpreting support for EAL families (if required) 	To ensure that all parents and pupils can access the information they need irrespective of disability	<p>Access resources and support from specialist outreach as required.</p> <p>Purchase resources and equipment required to specific needs of individual pupils.</p> <p>Database of languages/amount of each language</p> <p>Provide school information in other languages on the school website. Use of google translate on school website.</p>	SENCO / Office staff	December 2024	<p>All pupils engage fully in the life of the school.</p> <p>Parents have all information needed to ensure fully informed.</p> <p>Parents communicate effectively with the school to support their child's learning.</p> <p>Translation support if needed</p>

