Victoria Road
Primary School and Nursery

Accessibility Plan & Disability Equality Scheme

September 2026-2027

Accessibility

This document to be read in conjunction with the Trust Accessibility Plan – Appendix ONE in the Health & Safety Policy.

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

Learning Academies Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils and staff without discrimination of any kind.

We believe that every child in our Trust deserves an outstanding education, whatever their starting point or background.

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

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

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

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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, parents, staff, governors of the schools, Trustees and Board Members.



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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

All construction will be undertaken with due regards to *Approved Document M - Access to and use of buildings: Volume 2 - Buildings other than dwellings* and *British Standard BS 8300-2:2018 Design of an accessible and inclusive built environment. Buildings. Code of practice*

Key objective

"To reduce and eliminate barriers to access to the curriculum and full participation in the school community for pupils, and prospective pupils, with a disability"

The plan will include how the Knowle Primary School will:

- improve the physical environment
- make improvements in the provision of information
- increase access to the curriculum

Principles

Compliance with the Equalities Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND Policy.

Knowle recognises its duty under the Equalities Act 2010:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

Understanding Disability Needs

In performing their duties, governors and staff of Victoria Road Primary School and Nursery will have regard to the Code of Practice:

- Recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities and respects the parent's and child's right to confidentiality.
- Provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpins the development of a more inclusive curriculum
- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Victoria Road Primary School and Nursery welcomes children with physical disabilities. Parents are invited to contact the school to discuss their son/daughter's disabilities and to discuss any special arrangements that may have to be made to allow the child full access to the school curriculum and its resources.

Our Jan 2025 Ofsted Stated:

- *Pupils with special educational needs and/or disabilities (SEND) learn with equal success. The school identifies pupils' needs accurately and quickly. Staff provide the support pupils need.*
- *teachers adapt the work given to pupils successfully to help pupils learn the intended curriculum. The school ensures that pupils who need additional support to manage their own feelings and behaviour, receive the help they need.*
- *The school has considered carefully the needs of its community when planning for pupils' personal development. It seeks and uses every opportunity to give pupils experiences that broaden their social, moral, spiritual and cultural understanding*

Current Range of known disabilities

At present we have no wheelchair dependent pupils, parents or members of staff however the school has the following features which make it particularly suited to children with physical disabilities:

- Wheelchair access to all entrances
- A disabled toilet accessed via the main playground
- A lift from the main reception area to the KS2 floor



When a pupil's disability might prevent access to the curriculum, we seek to modify our approach to the curriculum or to alter our physical arrangements. Practical examples of how we may achieve this are:

- Providing pupils with physical disabilities appropriately adapted or different activities within PE
- Providing opportunities for individual additional support within an outside the classroom
- Provision of assistive technology e.g. immersive reader
- Use of symbol systems e.g. Makaton, PECS
- Providing tables/chairs of the appropriate height to allow wheelchair access
- Reorganising classroom layout to improve pupil movement.

Increase access for disabled pupils to the school curriculum

The Improvement of teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Improving access to the physical environment of the school

At Victoria Road Primary School and Nursery there we have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

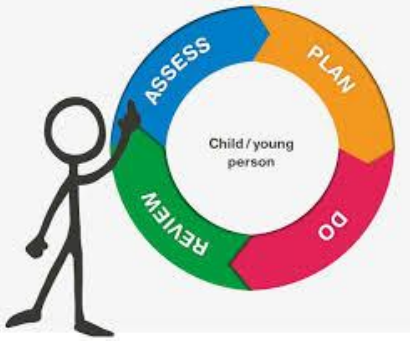
Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

The Accessibility Plan will be published on the school website.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school and MAT in a number of areas and actions to increase accessibility for pupils with SEND. Progress as a result of these measures will be updated annually and reported to the governing body.



Planning Duty/Curriculum

Statement	Action Needed	Evidence
All teachers and teaching assistant to have updated training to teach and support pupil with a variety of needs.	For all existing staff to continue to update and seek new training as agreed in PMR's. All new staff to be provided with relevant training.	• Staff to access training platforms to support CPD. • All staff to explore CPD opportunities linked to SEND and disability needs in their PMR's to develop ability to carry out roles and responsibilities. • Time allocation is provided for staff to recap and refresh training, including spending time with the school SENDCo and other relevant agencies. • CPD to continue to inform the inset calendar for all teaching staff. Scheduled training to include diverse needs, for example MAST mental health, hearing impairment, autism (Reeach), visual impairment, speech and language, behaviour and communication interaction. • Specialist staff are to be trained accordingly.
Classrooms are continually optimally organised for disabled pupils and are adjusted where needed.	All furnishings, equipment and the layout of the classrooms are carefully considered given the information and needs of the staff and the children within the setting. Where additional equipment is needed to support specific needs, this will need to be requested via the SENDCo and SEND budget.	• Classroom layouts and access to resources are carefully considered for each individual child. • Staff ensure that clear lines of communication and access to appropriate information is accessible to support the needs of individual children. This needs to be a key focus in transition meetings.
Lessons are accessible for all and encompass of needs.	Children's lessons are carefully planned in advance considered the needs of all of the learners. Where pupils have a specific disability, lessons will need to be adjusted to ensure inclusivity. Additional staffing	• All lessons are differentiated to suit all pupils' abilities. • All children are included on the planning on all subjects and their

	can be requested when needed via the Headteacher and/or SENDCo.	needs are supported accordingly.
All lessons are responsive to pupils and promote diversity, challenging stereotypes. All pupils are encouraged to access a rich, broad and balanced curriculum regardless of disability or SEND need.	Staff to receive training on current local and national concerns regarding stereotyping. Teachers to provide examples to challenge stereotyping and use real life case studies where appropriate. Staff to be provided with ongoing CPD to support differentiation across a range of subjects to support access for all children.	• Raised awareness of stereotyping and perceptions within the school community. • Support from relevant CPD to explore and challenge stereotypes. • Insets to develop subject knowledge linked to differentiation to support access for all pupils. • EAL and diversity training in staff inset
The mental health and well-being of all staff and student to be at the forefront of our school focus. For the school to actively source support for mental and well-being, particularly focusing on those areas which may inhibit some children recognising self-worth and self-esteem.	For teaching staff to raise the profile of mental health and well-being within the classroom. Developing mental health and well-being 'check in's' and a recovery curriculum links to behaviour and mental health.	• Continue raised awareness of mental health and wellbeing through CDP. • Ace's awareness/strategies to be further embedded into teaching consciousness. • For classrooms to provide additional spaces for children to begin to recover when heightened linked to mental health and well-being. • School has a new Mental Health Lead • School promotes Emotional Logic and has a Lead Practitioner working at the school (C&FSW)
For all staff to continually reflect, recognise and allow for additional time required by some physically challenged pupils to use equipment in practical work.	Parents to meet with the school SENDCo and Class Teacher to form a Care Plan to recognise when additional support and time is required for physical tasks. These are updated regularly to meet the needs of individual children.	• Ongoing links of communication with parents, SENDCO and Class Teachers. • Plans made are designed to support the time and need of the pupils. • Plans are used to raise awareness and support pupil's progress.
Disabled pupil who can not engage in some particular	Staff and subject leaders to continually revisit and revise tools/schemes used across the	• Continued review of curriculum resources considering disabled pupils and SEND needs across the school.

activities are provided with alternatives and are relevant to the curriculum and learning objectives being taught.	school to support differentiation, particularly focusing on those children with disabilities.	• SENDCo and other relevant staff to seek support from outside agencies such as physio and occupational therapists.
All staff have high expectations of pupils. They are to regularly access individuals learning outcomes and monitor these during pupil profile meetings each term with the SLT and assessment team.	Teachers have a good understanding of pupils' needs and plan effectively for this. They have relevant information, teacher assessment to accurately discuss and plan next steps for all children, including those with disabilities at termly pupil progress meetings.	• For staff to access child chronologies and appropriate reports by professionals to demonstrate a good understanding of an individual child's needs. • For children with disabilities to be monitored during termly pupil profile meetings and appropriate next steps are put in place if needed.

Planning Duty 2: Physical Environment

Statement	Actions Needed	Evidence
The size and layout of areas allows access for all pupils.	The site is set over 4 levels including a nursery. This is continuously revived to support accessibility. The lift receives an annual maintenance check.	• The lift receives an annual maintenance check. • All external and internal slops are check daily by our on-site Site Manager to ensure accessibility. • Alternative route for parents collecting children on the playground at the end of the day have been arranged including access through the Sunny Dene gate and exit at Percy Street. • The disabled toilets are well maintained and accessed via KS1. • Access to a toilet area is available near our nursery entrance if required.
Pupils and adults who use wheelchairs can move around the site independently.		• Occupational Health referrals made for staff alongside individual risk assessments are to be completed alongside an SLT member of staff.

		• When alternations to setting are made measurement for doorways/ entrances should consider the width of a wheelchair to support access. • Adjustments to be made for wheelchair users with access to tables and surfaces where possible. • Equipment to support accessibility can we loaned from the OT team, linked to Occupational Health reviews and risk assessments.
Pathways of travel around the school site and parking are safe, logical and well signed.	Signage for the disabled car parking space to be reviewed by the site manager to ensure that this is clearly indicated to users. Signs to be investigated to signal slops and pathways. The school to investigate adding a ramp into the Foundation area to support access onto the main playground.	• Safe and accessible pathways around the school site which promote independence for users. • Designated carparking space is available for users and clearly sign posted.
Emergency and evacuation plans are accessible for all pupils, including pupils with SEN and disabilities. Alarms have visual and audio components.	Any child who requires additional support in the event of an emergency to have a medical care plan organised by the school SENDCo. This is to be shared with key staff including parent/ carers, fire wardens and support staff. Alternative routes and hazards are to be considered. In planned fire drills, accessibility plans are to be tested.	• Alarm systems, including lighting, audio alarms and protective factors are regularly tested. • Evaluation procedures are regularly tested in a variety of situations to support understanding and highlight any risk factors. • Procedures for the emergency exit plans to be displayed throughout the school.
Decorations and signs should not be confusing and disorienting for pupils, including those who are visually impaired, epileptic, and autistic.	Consideration for the placement of signage and how this is displayed across the school supported by external agencies. For the school to explore annual checks of signage to meet the needs of the children who attend and potential visitors.	• External steps have white gripping to support visually impairments.
Areas that visitors and pupils have access to are well lit with static lighting.	Lighting to be checked as part of the site managers daily site walk. Any lighting concerns are to be address and shared with the duty SLT member. Lights that	• Emergency lighting is checked regularly to ensure it is fit for purpose.

	are flashing should be removed immediately to meet the needs of individual risk assessment. Emergency lighting has been replaced Summer Term 2021 as part of the school CIF bid.	• School lighting is check daily and maintenance checks are completed. • Those staff members/ children who may suffer from sensitivities regarding lighting for example epilepsy, to have a risk assessment plan.
Steps are taken to reduce background noise to support those with additional hearing needs.	Staff have previously worked with Lead Teacher of the Deaf and can make contact if concerns are raised. Classrooms have high expectations of noise levels and this is monitored in learning walks Learning displays are consistent in each classroom Corridor displays mostly have neutral tones. Children can use noise defenders that can be provided by the school	• Ear defenders are used by some students and noted in their IPM plans. • Focus on noise level and children's access by SLT in learning walks.

Planning Duty 3: Information

Statement	Actions Needed	Evidence
School visits are made accessible to all pupils irrespective of attainment or impairment.	Where possible risk assessment are to be completed on site where possible. A full investigation to take place with regards to accessibility. Where needed accessibility plans to be made for pupils before a trip takes place.	• If a child/adult is unable to access any element of an external visit this is not deemed appropriate for the cohort of children and alternative visits are sought. • Differentiation to meet the needs of pupils/ adults are to be made and discuss with those involved prior to the trip. Additional staff to attend the trip to support accessibility.
The school liaises with support services to provide information in simple language, symbols, large print, on audio type, braille, for pupils who may have difficulties accessing standard forms of print.	The SENDCo to ensure that there is a clear chronology of support and communication around support for those children/ adults who may find it difficult to access standard print.	• For support specialised to link with the school to support the needs of individuals when needed. • Alternative formats to be made available and should meet the needs of individuals. • Regular meetings TAM/EHATs should take place to review the needs, to ensure resources are adapted to meet the needs of individuals.
The school ensure that in both lessons and at meetings for parents,	For the school to explore a signage and access review to take place annually from outside professionals.	• Staff will respond the meet the needs of individuals as this is shared with them. They

information can be presented in a user-friendly way for people with disabilities.		are to adjust their settings to meet the needs highlighted. • Information should be shared on a range of platforms including Facebook, text messages and the school website. • Parents to be made aware of external support agencies such as PIAs to empower and enable parents and carers.
The school has and uses facilities such as ICT to produce written formats. Where applicable for pupils to be provided with ICT equipment to aid access and communication.	The SENDCO and ICT coordinator to work together to deploy ICT resource to support access to learning across the curriculum. Any materials/ resources/ communications to be adapted as requested to support accessibility.	• The school has a good range of ICT which enables all to increased accessibility. • Where equipment is not available in school this is to be sought from different sources to support the need of individuals where possible.
The school has staff who are trained in manual handling and staff are well informed and feel safe carrying out their duties.	Ensure that appropriate staff are trained, and this is updated regularly. For safe to be consulted on equipment and the resources needed to complete manual handling tasks.	• Staff training is up to date and effective for individuals. • CPI training to completed by key members of staff.

Specialist Support

Specialist support for pupils with special educations needs is available from the following support services.

- Plymouth SEN SAS service
- MAST Team
- Plymouth Psychology Service
- The Communication Interaction Team
- Woodlands School for Physically Challenged Pupils
- Advisory Team for Sensory Support
- Advisory Teachers for the Deaf
- Advisory Teachers for the visually impaired
- Pre-School Advisory Service
- Advisory Service for pupils with additional needs
- Inclusion advisory (0-4)
- PIAS
- Children's Speech and Language Service
- Children Adolescent Mental Health Team
- Outreach support from Plymouth Special Schools
- School Nursing Service
- Jeremiah's Journey
- St Luke's
- Plymouth Online Directory (POD)



Please look on our school SEND website for further links and support.

This plan was updated in September 2026 review to take place September 2027

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Paul Cotter (Chair of Governors)