Victory Primary school

Victory for all !

Accessibility Plan

October 2023

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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.

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength of the school, which should be respected and celebrated by all those who learn, teach and visit here

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

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

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, parents, staff and governors of the school.

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.

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.

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3. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Our school offers a differentiated curriculum for all pupils.* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources include examples of people with disabilities.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.*	Continue to ensure that the curriculum remains relevant and accessible to pupils with a disability	Current curriculum reviewed asking key questions below: Are all concepts, skills, knowledge and understanding still relevant to the current cohort within school? Are the concepts, skills, knowledge and understanding reflecting the interests of the children? Is the curriculum providing children with challenge and stimulation?	SLT Teachers Teaching Assistance Children Parents	Annual monitoring	Curriculum reflects the needs and interests of pupils with disability

			Does the curriculum prepare children for the future? Is the assessment process refined enough to capture the progress of children with disability?			
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* • *Ramps* • *Corridor width* • *Disabled parking bays* • *Disabled toilets and changing facilities* • *Library shelves at wheelchair-accessible height*	Due to the age of the building, there is a very limited amount of amendments which can be made to the physical environment.	Annual discussion to assess if alternations can be made due to developments	SLT Premises Assistant SENCO	Annual monitoring	Physical environment amended as far as possible
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Large print resources* • *Braille* • *Induction loops*	To provide a range of resources to enable children with disabilities to access the curriculum	Within the budgetary restraints provide children with the resources they require to access the curriculum	SENCO Teachers SLT	Termly review or sooner if necessary	Children with a disability have the resources which they need to access the curriculum

	• *Pictorial or symbolic representations*					

4. Monitoring arrangements

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

Reviewed October 2023

Next review October 2025 (new review date – October 2026)

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	4	Due to age and arrangement of building, no adjustments can be made	NA	NA
Corridor access	Stairs to first and second floor	Due to age and arrangement of building, no adjustments can be made	NA	NA
Lifts	No lifts	Due to age and arrangement of building, no adjustments can be made	NA	NA
Parking bays	Within KS2 playground – space for 8 cars	Parking space already wheelchair friendly, further space can be made available between cars if necessary	NA	NA
Entrances	5	If wide entrance needed, school can be entered via car park gates	NA	NA
Ramps	Entrance on ground level, therefore no ramps needed.	No further action required	NA	NA
Toilets	2 x External toilets in	Wheelchairs can access KS1 toilets as they are on	NA	NA

	playgrounds, 2 x KS1 toilets , 2 x KS2 toilets, 2 x EYFS	the ground floor. EYFS toilets are within the EYFS learning space. Due to age and arrangement of building, no adjustments can be made to the location of the KS2 toilets. .		
Reception area	1	Wheelchairs can access reception as they are on the ground floor.	NA	NA
Internal signage	At child height, pictorial and words	Check all signage is maintained at child height	Premises Assistant	April 2021
Emergency escape routes	Pictures and words used	Check all signs remains in the correct location	Premises Assistant	April 2021