



Vane Road Primary School

Accessibility Plan

Reviewed September 2024
Review September 2026

Key contact: Miss Rachel Wren



Amendment tracker

Date	Change and comments	Location
14/08/21	Aims updated and links inserted to current legislation Appendix 1 - Accessibility Audit added Appendix 5 deleted, no longer relevant as moved to new building since the last policy.	Pages 3,4,5 and 6 Pages 7 and 8

Related Policies:

- Health and Safety Policy
- Child Protection Policy
- Special Educational and Disability Policy.
- Risk assessment policy
- Supporting pupils with medical conditions policy

Rights Respecting

Vane Road Primary School is proud to be a Level 1/Silver UNICEF Rights Respecting School. This Policy covers the following Rights included in UNICEF's 'The Convention On the Rights of the Child'.

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

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. Vane Road Primary School provides a safe, secure and welcoming environment in which respect for cultural diversity, celebration of achievement and commitment to shared values fosters the growth of confidence and self esteem in every child and their family. Through our Rights Respecting ethos, everyone is valued. The quality of teaching and learning will reflect the high value the school places on the achievement of all the pupils, reflecting diversity of race, equality of gender and awareness of individual need.

The quality of care provided throughout the school day will promote independence and self esteem in all pupils. Careful planning of the curriculum and consistent assessment of pupil progress will ensure the provision of learning experiences which are appropriate to each child, building on present understanding in order to develop and extend skills and knowledge. Well informed transition between Key Stages will ensure progression and continuity of curriculum provision from the Foundation Stage to the end of Key Stage 1 and beyond to KS2. Teaching and Support staff will be deployed across the school to best meet identified need. This will ensure that curriculum provision and the use of resources supports the school's stance on issues of equal

opportunity in terms of race, gender and special educational need, contributing to the personal development of all pupils. The school will encourage the growth of such personal qualities as empathy, consideration for others and the ability to co-operate; promoting community cohesiveness, fostering the development of self discipline and the awareness that each person is responsible for their own actions.

Nurturing and caring for our children and their families, appreciating individuality, identifying special needs early and loving teaching and learning. Sharing our experiences, our ideas and our resources amongst others so everyone has the chance to achieve. The plan will be made available online on the school website, and paper copies are available upon request.

Vane Road's Primary School's Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, pupils, parents, staff and governors. Where necessary, other outside agencies and specialists have also been consulted. The document will be used to advise other planning documents and policies and will be reported upon annual in respect of progress and outcomes. The intention is to provide a projected plan for a 3 year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

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

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 Disabilities \(SEND\) 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. This policy complies with our funding agreement and articles of association.

Summary

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, children, parents, staff and governors of the school.
2. We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Vane Road Primary School plans, over time, to increase the accessibility of provision for all children, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - 3.1 improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - 3.2 increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - 3.3 improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Action Plans relate to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some

items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
8. The School Brochure will make reference to this Accessibility Plan.
9. The School's complaints procedure covers the Accessibility Plan.
10. Information about our Accessibility Plan will be published in the Governors' Annual Report (statutory).
11. The Plan will be monitored through the Curriculum and the Finance Committees of the Governors.
12. The school will work in partnership with the local education authority in developing and implementing this plan.

Appendix 1

Accessibility Audit

Appendix 2

Action Plan – Increasing Access for disabled pupils to the Curriculum

Appendix 2-

Action Plan – Increasing access for disabled pupils to the physical environment

Appendix 3

Action plan – Improving the delivery of written information to disabled pupils

Appendix 4

Access Statement – Disabled access plan for new classrooms/new areas at Vane Road Primary School.

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person	Date to
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			responsible	complete actions
Number of storeys	2	Consideration for pupils, staff or visitors in wheelchairs. None (Lift available for access to second floor)	EHT Governors	
Corridor access	Compliant.			
Lifts	1	None – Compliant and accessible for wheelchairs Ensure lift is serviced as directed.	Site Manager	
Parking bays	3	Ensure staff and non disabled parents do not park in these bays	EHT HOS Site Manager	As issues arise.
Entrances	Flat and accessible for wheelchairs.	Keep clear of clutter to ensure smooth access.	Site Manager	As issues arise.
Ramps	Not needed, all entrances, corridors and doorways are accessible for wheelchairs.	None		
Toilets	4 fully disabled toilets 3 on ground floor 1 on second floor all with pull	Ensure alarms are regularly serviced.	EHT	Site Manager

	cord alarms. Alarm sounds and lights up in main office.			
Reception Area	Exit door button accessible for wheelchairs.	Help for wheelchair users will be needed to open the two security doors at the entrance.		Office Staff
Internal signage	Signage has been changed to include an image as well as wording.	None	EHT	EHT Site Manager
Emergency escape routes	2 Call Points on second floor, direct line to Fire Service.	Ensure both are serviced as directed.	EHT	EHT Site Manager

Appendix 2

Access Plan: Part 1

Increasing access for disabled pupils to the curriculum.

Target	Action	Resources	Outcomes	Time
Curriculum adjustments Ensure fair access for all.	Consider needs of all pupils when planning lessons, adjust resources accordingly such as text size, paper color, writing equipment, classroom position etc. With consideration for those children with general and specific learning difficulties. Ensure staff have access to data of pupils for who they teach to ensure they can plan and deliver to meet their needs.	New textbooks. New Software.	All pupils access the curriculum. Structured conversations as appropriate with parents and carers.	As required to meet individual needs.
Ensure teaching and learning methods and environment supports pupils with hearing impairment.	Quiet classrooms, child facing teacher, clear enunciation. Support as required.		Progress confirmed by observations and formal assessment.	As required to meet needs.
Ensure teaching and learning methods and environment supports pupils with visual impairment.	Pupil faces teacher, glasses worn. Modified print		Progress confirmed by observations and formal assessment	As required to meet needs

Ensure teaching and learning methods and environment supports pupils with emotional and behavioural difficulties.	Layout of classroom, time out, clear targets, clear behavioural expectations.	Additional support as required.	Progress confirmed by teaching assessment and achieving targets.	As required to meet needs
Ensure teaching and learning methods and environment supports pupils with diagnosed medical conditions.	Accessibility of medication. Awareness of staff when planning activities.		Pupils able to access all activities	As required to meet needs
Update curriculum and general policies.	Rolling programme of policy review to ensure that policies are up to	Senior Leadership and staff. Relevant Sub-	Policies reflect the partnership's commitment to	Ongoing
Prepare a response programme of training for all staff to meet requirements of disabled pupils.	Ensure SENDCo fully trained to be responsive to needs that may arise	CPD/training SENCO	SENDCo able to disseminate good practice and information to all staff.	Ongoing
To use external services to support pupils with a disability.	Access external services for advice and support and then to	Time: for staff to liaise with specialists Financial: purchase of	The environment is appropriate and staff are beginning	Ongoing
Provide training for staff.	Staff attend relevant courses, SENCO to	Financial – cost of CPD	Staff are deployed effectively and have	Ongoing

Staff are familiar with and follow the SEN Code of Practice.	All staff have an overview of the needs of disabled pupils.		High expectations of disabled pupils. Raised awareness of the learning needs of pupils with a variety of disabilities/special needs	
Develop a range of learning resources.	As resources are updated, ensure they will meet the differing needs of pupils.	Cost of new resources and materials.	Pupils with disabilities have access to appropriate curriculum materials.	Ongoing
Ensure venues for school trips are suitable.	Pre visit assessment of suitability- transport, access, toilets. Risk assessments.(Evolve)	Cost of time to visit the placement of a trip.	Equal opportunities for Children with disabilities to participate in off-site activities.	When required for trips.
Classrooms optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of equipment and furniture and equipment to support the learning process in individual classes.	Use visual timetables.	Children have ready access to a range of resources. Sessions start on time without the need to make adjustments.	
Extra curricular activities planned to ensure participation by all.	Review extra curricular provision regularly. Preparation meeting with parents/carers to make all necessary additional		Out of school activities will be conducted in an inclusive environment.	As required in response to pupil need.
Review staff deployment	Establish timetables to provide support for pupils.	Extra support teaching hours.	Support available during key times when individuals may need support	Ongoing

Appendix 3
Access Plan: Part 2

Increasing access for disabled pupils to the physical environment

Target	Action	Resource	Outcome	Time
<p>Access: To be aware of the access needs of all pupils/staff parents and carers.</p> <p>Ensure all staff and other volunteers/visitors to the school are aware of access issues.</p>	<p>Gather data around access needs at the point when a child begins at school.</p> <p>Create access plans for individuals as required</p> <p>Annual reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy.</p> <p>Include an accessibility plan as part of induction.</p>		<p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</p>	<p>Annually or as required</p> <p>September</p> <p>As required</p>
<p>Ensure everyone has access.</p>	<p>Ensure that nothing is preventing access for all.</p>	<p>Caretaker/staff daily checks to ensure entrances are clear of obstruction.</p>	<p>All visitors feel welcome.</p>	<p>Daily</p>

Dedicated disabled parking bay for visitors or staff if bay does not currently exist in setting.	To continue to explore possibilities with local communities/local authority to provide permanent disabled parking areas		Accessible parking for all visitors, staff and pupils.	Daily
Improve access to site.	<p>Ensure pathways are gritted and ice free</p> <p>Check exterior lighting is working on a regular basis</p> <p>Provide designated drop off point for disabled drivers.</p>	<p>Caretaker time</p> <p>Premises Dept. - ongoing checks.</p>	<p>Paths accessible and safe.</p> <p>Improved safe access for pupils, parents, staff and visitors.</p>	<p>Daily</p> <p>Ongoing.</p>
Ensure the buildings remain full accessible and compliant in line with the Equality Act.	Ensure building and maintenance works are fully compliant with the Equality Act in relation to access.			As work is undertaken.
Each school will undertake Fire Safety assessments. Fire equipment is regularly checked and maintained.	Ensure staff are fully trained and aware of their duties		All staff and pupils have safe independent exits from sites.	Daily

Appendix 4

Access Plan: Part 3

Improving the delivery of written information to disabled pupils

Target	Action	Resources	Outcome	Time
Availability of written materials in different formats.	Use a variety of formats for communication, including text, email. Ensure parents/carers are aware that communication can be provided in alternative formats.	Administration time.	The school will be able to provide information in different formats. Parents and carers become aware.	Ongoing
Make available school publications in alternative formats.	Review all publications and provide in format required.	Administration time	Information available for all in different formats and electronically	Ongoing
School moves towards electronic publications including reporting.	Methods explored and considered for within school.		School and other agencies become knowledgeable about possible	
Website is compliant with statutory regulations.	Dedicated staff member to update and maintain websites.	Administrative time. Computer staff time.	Information available to all electronically Compliant.	Ongoing
Ensure information in SEND reviews is accessible to all parties	Provide a choice of formats for parents and carers.		Parents and carers have choices about how they are communicated with and how they provide their points of view.	Ongoing

Finally, where possible, any visits to the premises by a physically disabled person, whether this be a parent, an official (i.e. OFSTED Inspector) or a general visitor would be planned in advance, allowing for provisions to be made as follows:

- Prior arrangements be made so that the meeting of such person can be held within the building. For example, parents' evenings or general meetings would be held in an appropriate area within the school.
- Alternatively, if the visitor is required to see/enter the classrooms within the premises to carry out their role, for example an OFSTED inspection, then that person would not be expected to enter/leave this area unattended but instead, would be assisted and supported to and from the new classrooms by a physically abled employee.

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