



VICTORIA  
Primary Academy

# **Accessibility plan 2018-2021**

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## **Victoria Primary Academy Accessibility Plan**

At Victoria Primary Academy we ensure that everyone in our school is treated with respect and dignity. Each person in our school is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality and disability.

### **Purpose of the Plan**

The purpose of this plan is to show how Victoria Primary Academy is able to meet the needs of pupils, staff, parents and visitors regardless of disability.

### **Definition of Disability**

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. This definition includes a wide range of impairments including learning disabilities, dyslexia, diabetes, epilepsy, asthma, arthritis and cancer. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

### **Legal Background**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

The plan sets out the proposals of the Governing Body of the school to ensure access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- Increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, text books and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Victoria Primary Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

## **Contextual Information**

### **Parent and Pupil Needs**

Victoria Primary Academy is a two-form entry primary school with a 30-place nursery provision. Approximately 18% of the school population are on the SEND register, this includes some children considered disabled under the Equality Act.

Prior to new children starting at our school, and where a new diagnosis is received, we liaise closely with parents and professionals involved with the children to ensure we provide the right care for their needs. For children starting in Reception this includes liaising with Early Years settings.

We have a number of pupils with specific medical needs, and staff are aware of these pupils. There are currently no pupils using wheel-chairs or with significant hearing or visual impairments. There are 7 pupils with Autism and 3 pupils with medical conditions with no associated learning need. There are a limited number of parents with mobility difficulties.

We aim for all children to access the full curriculum; where necessary, children receive additional support within class or an individualised curriculum to enable them to reach their full potential. Administration of medication is timed, where possible, to minimise disruption to the child's inclusion in class activities. Risk assessments and Healthcare plans are prepared with parents and relevant health professionals where necessary and are shared with all involved staff members.

A number of staff hold current First Aid certificates and this is sign-posted throughout school. All medication is kept centrally and securely. Medication consent forms and records of medication given are kept with medication.

### **Physical environment**

The school consists of two buildings, joined by a covered area. One is a two-storey building with a lift and a disabled toilet. The other building has two levels, there is a lift and ramped access to the lower level. There is a disabled toilet on the higher level. There is a disabled parking space by the main entrance. The grounds are wheel-chair accessible, although additional adult support may be required to access one area of the playground.

Victoria Primary Academy

Accessibility Action Plan 2018-2021

<b>General Area: Accessibility for Disabled Pupils and Adults</b>			<b>Specific Focus:</b>		
<b>Overall Objective: Ensure access to the curriculum and building and equality of provision for disabled pupils, staff and parents.</b>					
<b><u>Main Priorities</u></b>					
<ul style="list-style-type: none"> <li>• Ensure that staff and pupils are fully aware of issues around disability.</li> <li>• Ensure disabled pupils can participate in the school curriculum</li> <li>• Ensure that, where possible, the physical environment of the school is accessible to disabled pupils, staff and parents.</li> <li>• Ensure that information is accessible to disabled pupils, staff and parents.</li> </ul>					
<b>Action to be taken including staff training.</b>	<b>Success Indicators</b>	<b>Evidence</b>	<b>Lead</b>	<b>Timescale</b>	<b>CPD / RESOURCE</b>
<b>Ensure that staff and pupils are fully aware of issues around disability.</b>					
Develop opportunities for pupils to see positive role models with disabilities.	Pupils speaking positively about disability issues. Pupils and parents with disabilities recording positive experience in school.	Assemblies PSHCE lessons	SENCO	Ongoing	PSHCE lesson materials. Parent/pupil questionnaires
Share requirements of Equality Act, SEND policy and accessibility plan with staff annually.	Staff fully aware of requirements of Equality Act and policies.	Staff aware and policies fully implemented.	SENCO	Staff meeting time, summer term.	0
Ensure all staff are aware of additional needs of disabled pupils in school.	Staff fully aware of medical needs and requirements within school.	Individual plans in place for all disabled pupils	SENCO	Staff meeting/training on specific needs as required.	SENCO to provide training/support
Consult with parents on priorities for SEND.	Parents and children consulted prior to changes to plan and SEN information report.	Parental and child views incorporate in new plan.	SENCO	January 2019	0

<ul style="list-style-type: none"> <li>• <b>Ensure disabled pupils can participate in the school curriculum</b></li> </ul>					
Ensure staff are aware of needs of all disabled pupils within school – provide training where required.	Curriculum adapted where necessary. Staff training needs met.	Continued progress of all groups of children.	SENCO	Ongoing	£not known Funded through FFI.
School trips and after-school clubs to be accessible to all pupils. Monitor attendance at these for pupils with disabilities.	Children with disabilities included in wider curriculum opportunities.	Registers for clubs	SENCO Club leaders	Termly	None
Develop opportunities for TAs to be involved in lesson planning.	TAs supporting teachers with adapting lessons and curriculum.	Planning	SLT	September 2018	
<b>Ensure that, where possible, the physical environment of the school is accessible to disabled pupils, staff and parents.</b>					
Ensure all pupils can be safely evacuated in an emergency.	Personal Emergency Evacuation Plans in place for all disabled pupils. Fire evacuation drills effective. All disabled pupils and staff supporting them are confident in event of fire.	PEEPS in place Fire drill reports	SENCO/ fire officer	Ongoing as needs change	
Ensure escape routes are suitable for all.	All pupils and staff can be safely evacuated from all areas of school.	Fire drill reports	SENCO/ fire officer	Ongoing as needs change.	
All disabled toilets and lift to be kept in good working order.	All disabled toilets and lifts working effectively	Inspections	Site staff	Termly	
<b>Ensure that information is accessible to disabled pupils, staff and parents.</b>					
Continue to monitor communication needs of parents/pupils	Meet needs as required. Alternative formats/languages investigated and prepared as required.	Alternative formats available	SENCO	Ongoing	
Ensure parents are aware of how to request information in different formats.	Alternative formats investigated and prepared as required.		SENCO	Ongoing	

