



# School Accessibility Plan

## 2023-2026

### Our Vision

We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners.

We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.

### Rights Respecting School

We are a Right Respecting School and this policy supports the following articles from the United Nations on the Convention on the Rights of a Child:

- **Article 3** (Best interests of the child):
- **Article 13** (Freedom of expression)
- **Article 15** (Freedom of association)
- **Article 23** (Children with disabilities)
- **Article 28** (Right to education)
- **Article 29** (Goals of education)
- **Article 31** (Leisure, play and culture)

<b>Policy Updated: September 2023</b>
<b>Policy Renewal frequency: 3 years</b>
<b>Policy Renewal Date: September 2026</b>

## Purpose of the Plan

This plan outlines how Virginia Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (ie. the curriculum, physical environment and information).

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.

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

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

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 these concerns.

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented and reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education [guidance for schools](#). The Equality Act 2010 defines an individual as disabled if they have a physical or cognitive impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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.

## Principles

Compliance with the Equality Act is consistent with our setting's aims, Equalities Policy and SEN information report. Our staff recognise their duty under the Equality Act:

- 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

In performing their duties governors have regard to the Equality Act 2010 and our setting:

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on their ability to carry out activities
- respects the parents' and child's right to confidentiality

The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## Aims

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

## The Accessibility Audit

The school will undertake an Accessibility Audit. The audit will cover the following three areas:

Access to the curriculum – the school will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Access to the physical environment – the school will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Access to information – the school will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid

Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired

Visual disabilities – this includes those with visual impairments and sensitivities

Auditory disabilities – this includes those with hearing impairments and sensitivities

Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## **Current provision**

### **Curriculum**

1. Planning is highly adapted, in some cases providing an individualised curriculum, for those children who are unable to access the national curriculum in line with their peers. For others, the children are supported to meet the expected learning outcomes in each subject. Teaching assistants play a valuable role within school, supporting all children, including those who are higher or lower attainers.
2. Through PSHE and P4C lessons, children are introduced to sensitive issues such as physical, mental and learning disabilities, social and moral dilemmas and cultural diversity.
3. Risk assessments made at the initial planning stages of residential/ day visits determine the suitability of the site for inclusion of all children. Only venues which offer suitable accommodation for all pupils will be considered. No pupil with SEND will be excluded from school trips on the basis of their disability.
4. Support and advice is sought from appropriate outside agencies when necessary e.g. the Sensory Impairment Service, Behaviour and Attendance Support Service, CAMHs, School Nurse, Phoenix Outreach Team, Educational Psychology Service.
5. An audit is taken in the Autumn term to determine whether modified SATs test papers are required and orders are placed with NCA Tools as necessary.
6. Teachers have received additional training about ASC and Communication Friendly Classrooms, as well as bespoke training tailored to the needs of identified children.
7. Staff are trained or have access to training to support pupils who have a hearing or visual impairment.

### **Physical Environment**

1. Classes of children are placed within the building to take account of their age.
  - Foundation Stage children have easy access to smaller toilets and sinks, and direct access to an outdoor play area
  - The Year 1 classroom is set up with a play-based approach to learning
  - Key Stage 1 and 2 children have easy access to appropriately sized toilets and sinks and a wide range of accessible play areas.
2. Our reception/office area is sited next to the main entrance where there is a large doorway for wheelchair and pushchair access.
3. The building is three storeys in parts. The ground floor is wheelchair accessible and has ramps into the building. No other floors in the school are wheelchair accessible. There is provision of a disabled toilet on the ground floor of the main building and in the Welcome Space building. Our accessible toilets are gender neutral.
4. Classrooms are partly carpeted to cut out excess noise and to improve the acoustics for hearing-impaired pupils.
5. Doors are self-closing to meet fire safety requirements and to limit disturbance from other areas. The fire alarm is audible and checked regularly.
6. All classrooms are decorated in neutral colours to create a calm environment, with a coloured teaching wall to support focus.
7. The furniture is appropriately sized for the age group of children within each classroom.
8. There are EVAC chairs on each floor and PEEPS for specific children.

## **Information**

1. Information is given to all new parents/ carers in the form of a face-to-face meeting with a senior member of staff, and a tour of the school where parents and children have the opportunity to ask questions. Our admissions form gives parents/ carers the opportunity to give details of medical, language and cultural needs. Translation is available when required. This is supported by a strong transition programme in our Nursery and Reception years and an induction programme for all our mid-year admission pupils.
2. Our school website provides key information. The website also allows us to share local opportunities for children and their families.
3. Weekly newsletters, with visual cues are used to share information.
4. Class half termly newsletters shared with all parents and carers.
5. Progress on attainment and social development is shared at parents' meetings twice yearly and through a written report during the Summer term. Additional meetings are arranged on request.
6. Children with SEND attend their review meetings – these are child centred, and staff ensure the voice of the child, irrespective of communication skills, is heard and they are able to contribute.
7. Where children are non-verbal or EAL, the schools will support the child with appropriate strategies to communicate, for example, symbol supported text, picture exchange systems, alternative language resources or translation support.
8. Widget symbols and other visuals are used around school and in lessons to support those who find accessing written text challenging.
9. For SATs exams we apply for special arrangements such as enlarged text and extra time for pupils.
10. School signs are clearly displayed in high contrast font.

## **Financial planning and control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

**Planning Duty 1 - Access to Curriculum**

Target	Strategies	Timescale	Responsibilities	Success Criteria
To increase staff expertise on how to enable disabled pupils and pupils with more complex medical needs to fully participate in the school's curriculum	Specific whole school training e.g. allergies, asthma, communication	Ongoing according to the needs of specific pupils	Medical Lead SLT	Staff are confident to support the needs of individual pupils.
Pupils with emotional, social and behavioural difficulties are supported in school.	School counsellor employed 1 day per week. Two support staff ELSA trained Zones of Regulation used throughout the school KS2 children able to self-refer to "The Space"	All year round	AHT Inclusion SENCo Emotional Wellbeing Lead	Children able to identify their emotions Children able to know how to regulate Children able to identify triggers for dysregulation
Learning environments are effectively organised to promote the participation and independence of all pupils	Staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment. Staff to consider children's line of sight to the board as well as ensuring the environment is not overly stimulating Consider year group classroom changes if necessary Creation of an inclusive environment checklist	Ongoing	SLT SENCo	All children are able to access the curriculum and learning Children have access to a range of resources to support their learning
Lessons provide opportunities for all pupils to achieve and be challenged	Children have differentiated and challenging activities AfL strategies used by teachers to support children's progress Adults deployed according to the needs of the pupils	Ongoing	All staff	All children have relevant targets according to their needs. Resources purchased and in use. Work differentiated in pace, style and content. In monitoring, a broad range of teaching styles and strategies are observed.

All pupils can access all areas of the curriculum during and after school.	Adult support is available during key times when individual children may need support.	Ongoing Included in risk assessments of any new activities	Head SENCo	Children who need individual adult support to participate in some activities have access to this support
To make available resources which enhance pupil's learning	Concrete resources available to support all children's learning Staff access to Widget and Clicker. Training provided on Clicker All children have access to chromebooks Computer processing used for some children in writing.	Ongoing – monitored termly	All staff	Pupils able to access all learning Pupils can identify which resources will support them with their learning.
School visits are accessible to all pupils	Staff consider the needs of children before confirming trips All risk assessments are written considering the needs of the whole class In some cases, parents might be invited on trips to support their child	Ongoing – when planning trips	SLT SENCo	All children able to access trips and adventure learning opportunities.
To improve pupil voice for children with SEND	Ensure that a range of pupils including those with SEND are included in all areas of Pupil Voice	Ongoing	SLT SENCo Rights Respecting School Council	Pupils help to shape provision at Virginia

<b>Planning Duty 2 - Access to Physical Environment</b>				
<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
The school is aware of the access needs of disabled pupils, staff, governors and parents or carers	Create individual access plans	Ongoing	SENCo Head	All individuals can safely access the building
Staff can move children safely	Work with the OT to create individual moving and handling plans when needed Staff to attend Team TEACH Organise staff moving and handling training Work with OT to create risk assessments	Ongoing	SENCo Head	Staff can safely and confidently move children in order to meet their physical needs Risks are minimised
Parents are able to access meetings	Meetings are arranged in different spaces according to needs	Ongoing	Head Class Teachers	All parents/carers can access meetings in school
To make the upstairs floors fully accessible	Investigate funding for lift instalment – Tower Hamlets Disability Team.	Long term – 3+ years	Head School Support Lead	Children and adults with physical disabilities are able to access all parts of the school

<b>Planning Duty 3 - Access to written information</b>				
<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Availability of written material in alternative formats Make available school prospectus, newsletter another information to parents in alternative formats	More school information to go on school's website so it can be enlarged. Support available to parents in reading newsletters.	Ongoing	SENCo Head School Support Lead IT Lead	Parents/carers can access information in the way that best suits them
Website easily accessible on phones and is can be read by immersive readers	Those with VI are able to navigate the website on devices that best suit them.	By December 2023	SENCo Head School Support Lead IT Lead	Staff can safely and confidently move children in order to meet their physical needs Risks are minimised