



QUEEN VICTORIA PRIMARY SCHOOL

Government Statutory Policy

ACCESSIBILITY PLAN 2023 - 2024

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Queen Victoria Primary School

Accessibility Plan – 2023-2024

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1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality 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". According to the Equality Act 2010 a person has a disability if:

- (a) he/she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body an individual or the Headteacher. It will be monitored by the Headteacher and evaluated by the relevant Governors' committee.

At Queen Victoria Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. The Queen Victoria Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually 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.
2. 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 particularly Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. Queen Victoria Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to the disability and to developing a culture of inclusion, support and awareness within the school.
4. The Queen Victoria Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
 - 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; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain 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 within a reasonable timeframe;

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Queen Victoria Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Management Policy
 - Curriculum Policy
 - Critical Incident Plan
 - Equality Opportunities Policy
 - Health and Safety Policy
 - Equality Plan
 - School Prospectus
 - School Improvement Plan
 - Special Education Needs Policy
 - Staff Development Plan
 - Local Offer/School Offer
 8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
 9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees' will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
 10. The Accessibility Plan will be published on the school website.
 11. The Accessibility Plan will be monitored through the Governor Finance and General Purposes Committee.
 12. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
 13. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our aims are:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils.

Our objectives are detailed in the Action Plan below.

3. Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parent and carers of children already at the school, we collect information on disability as part of initial parents' meeting.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example:

- lunch and break times for pupils with social/interaction impairments
- after-school clubs for pupils with physical impairments
- school trips for pupils with medical needs;

There are very few parts of the school to which disabled pupils have limited or no access at the moment, following the building redevelopment in 2001.

Curriculum

All children are fully included in all areas of the curriculum ensuring reasonable adjustments are made in line with the Equality Act 2010.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The School is a two storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all. There is a lift which can accommodate a large wheelchair which is maintained on a regular basis through a service agreement with Express Lift Alliance Group. School staff are trained in the operation of the lift when relevant. Training is reviewed annually.

On-site car parking for staff and visitors includes one dedicated disabled parking bays for nursery and one dedicated disabled parking bay outside of main school building. Most entrances to the school are either flat or ramped but there is total access to all parts of the school for disabled pupils. The main entrance features a secure lobby which has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available in Year 5, Year 6 and nursery. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, Co-ordination and Implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and the Senior Leadership Team will work closely with the Local Authority and Diocese.

6. GDPR – Personal Data

This policy is collecting personal data and accordingly adheres to the principles of data protection law. Further information on the lawful basis of using personal data can be found in the school's privacy notices. The personal data obtained will also be managed in line with the school's data retention policy. For further information, please refer to the school's data protection policy."

7. Action Plan

AIM 1: To increase the extent to which SEND pupils can participate in the school curriculum

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with external nursery providers and families to review any potential intake for each year or during each year	To identify pupils who may need additional to, or different from provision, each intake via home visits, careful liaison and planning	Ongoing	HT/DH EYFS Staff Nursery Lead SENCO	Procedures/ equipment/ideas set in place by beginning of each intake.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT SLT SBM	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents/carers	To ensure collaboration and sharing between school and families	Ongoing	HT SLT Phase Leaders/ SENCO SEN HLTA Pastoral Team	Clear collaborative working approach
To establish close liaison with all outside agencies for pupils with ongoing health and any special needs e.g. children with severe asthma, epilepsy or mobility issues	To ensure collaboration between all key personnel	Ongoing	HT SENCO School Health Advisor Family Support Worker SLT Pastoral Team	Clear collaborative working approach
To ensure full access to the curriculum for all children ensuring any reasonable adjustments are made.	<p>Outside Play Visits; Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects. • A range of support staff including training teaching assistants. • Multimedia activities to support most curriculum areas. • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy. <p>Appropriate Risk Assessments and PEEPS</p>	Ongoing	SENCO with external agencies Ed Psych Learning Support Physio OT Physical and Sensory Services Pastoral Team	Advice taken and strategies evident in classroom practice ASD children supported and accessing curriculum.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To monitor attainment of pupils achieving mastery and greater depth	Policy and mastery and depth updated. More able booster groups/activities. Monitor mastery and depth through creative curriculum and meta cognitive learning. Further develop leadership opportunities and extra curriculum activities for these children with particular attention and more able pupil premium children	Ongoing Annually	SLT SENCO Phase Leaders Class Teachers	Maintaining and achieving above expected standards in all areas.
To finely review attainment of all SEN pupils	Inclusion Manager/Class teacher meetings/Pupils progress. Inclusion Team Scrutiny of assessment system. Use of Code of Practice - graduated approach Regular liaison with parents.	Termly (also at Pupil Progress Meetings each half term)	Class Teachers SENCO Pastoral Team Phase Leaders SLT	Progress made towards learning passports. Liaison shows clear steps and progress made.
To promote the involvement of SEND students in classroom discussions/activities. To take account of variety of learning styles when teaching. Emotional coaching Welcome language for learning. Precision teaching Behaviour Support P4C	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate). <ul style="list-style-type: none"> • Inclusion team in and out of clear support. • Positively raise profile i.e. members of student Council ambassadors etc. • Wheelchair access • Screen magnifier software for the visually impaired. 	Identified staff meetings through academic year	SLT Class Teachers TA's Pastoral Team SENCO Deputy Head for Behaviour/Pastoral	SEND actively involved in all areas of school
To evaluate and review the above short, medium and long term targets bi-annually	See above	September and March of each year	SLT SENCO Phase Leaders Governors	All children making good progress
To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Termly SEN Governor/ Inclusion Manager meetings.	SENCO SEN Governor Deputy Head for Behaviour/ Pastoral	Governors fully informed about SEN provision and progress.

AIM 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, and more accessible facilities and fittings as the Victoria building allows	Ongoing	SMT	Enabling needs to met where possible.
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
Ensuring all with a disability fully included	Create access plans for individual disabled children as part of risk assessments. Undertake a risk assessment for staff with any known medical disabilities or conditions	With immediate effect, to be constantly reviewed.	Teaching and non-teaching staff	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identify training needs and establish individual protocols where needed	Ongoing	HT SENCO School Nurse Pastoral Team	All children are safeguarded and all policies are adhered to.
Ensure disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled parents to drop off and collect children. • Arrange interpreters from the RNID to communicate with deaf parents. • Offer a telephone call to explain letters home for some parents who need this. • Adopt a more proactive approach to identifying the access requirements to disabled parents 	Ongoing	Pastoral Team Office Staff Site Staff	To ensure that disabled parents are not discriminated against and are encouraged to take an interest and be involved in their child's education.
To improve awareness across all walks of life, including those with disabilities	<p>School to continue to link with Beacon Blind Centre and the wider community and local specialist schools</p> <p>School to continue to invite disabled role models to speak in school</p>	Ongoing	All Staff	

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure all equipment is fit for purpose and in full working order.	Check Nurture room, the Nest, Early Years. Outdoor areas and classrooms	Termly within years (incl being checked everyday).	Site Team Pastoral Team	
Continue to develop playground and facilities	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas
To ensure driveway, roads, paths around school are as safe as possible	Communication with parents via safety messages/letters/walk to school week Bikeability courses available each year.	Ongoing	Office SMT	No unavoidable accidents
To maintain an Inclusion Award	Continue to use awards as an audit for good practice	2021	Whole school approach	Achievement of award

AIM 3: To improve the delivery of information to disabled pupils and parents/carers.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents' evening/annual reviews should it be needed	Ongoing	Class Teacher SENCO	Two way communication in place
To ensure all children with ASD have access to the curriculum	Regular parental communication. Individualised multi-sensory teaching strategies used for ASD children	Ongoing	All staff to be aware Autism Outreach Service Pastoral Team SENCO	ASD children able to access curriculum

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information and pupils, parents and visitors	<ul style="list-style-type: none"> • Raising awareness of font size and page layouts will support pupils with visual impairments • Ensure School library has availability of large front and easy read texts on request • Auditing signage around the school to ensure that is accessible to all is a valuable exercise 	Ongoing	Site Manager with SENCO Senior Business Manager	Will improve access for children to read texts and literature.
Asthma and Epi Pen/diabetes information and medication	<ul style="list-style-type: none"> • Kept in a neon coloured box in each class to be taken everywhere that the child goes 	Ongoing	Class Teacher	Children are safe.
To review children's records ensuring school awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meeting. • Annual reviews • Meetings for SEND children • Medical forms updated annually for all children in line with HA guidelines • Personal care plans – information kept in separate file in classroom and medical room • All staff are made highly aware and have responsibility to monitor and adhere to the information given by the SI Manager 	Annually	Class Teachers SENCO and SEND Team Outside agencies	Each teacher/staff member aware of disabilities of children in their classes.