

VICTORIA ROAD PRIMARY SCHOOL ACCESSIBILITY PLAN 2023/2024



WRITTEN SEPT 2018 TO BE REVIEWED SEPTEMBER 2024

Victoria Road Primary School and Nursery

Ethos: At Victoria Road Primary School and Nursery we aim to create a safe, happy, secure and stimulating learning environment which delivers the National Curriculum requirements to all children irrespective of gender, race, culture, disability or ability, so developing a lively and enquiring mind where everyone is valued.



Visions and Values: At Victoria Road Primary School and Nursery, 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. The achievement of all pupils will be monitored, and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure the school environment is accessible as possible, including providing equipment to help all children learn to the best of their ability. At Victoria Road Primary School and Nursery, we believe that diversity is a strength, which should be

respected and celebrated by all those who learn, teach and visit here:



Our Jan 2023 Ofsted Stated:

- *The curriculum is adapted to support pupils with special educational needs and/or disabilities (SEND) to learn successfully. Pupils, including those with SEND, are confident and enthusiastic about their learning of mathematics as a result. Pupils appreciate the support provided to them by staff and readily seek help if they need it.*
- *Leaders have a good understanding of pupils' needs and monitor their progress towards targets closely.*
- *Staff encourage a wide range of pupils to put themselves forward. This helps vulnerable pupils to have a voice in the school. Most of the time pupils are sympathetic towards one another. They respect everyone's right to learn without disruption.*





Specific aims that support the accessibility plan:

- We learn together and celebrate success
- We respect each other and the world we live in.
- We provide a safe and happy learning environment
- We understand that all children have the right to learn (Respecting Rights Charter)

Schools are required under the Equality Act 2019 to have an accessibility plan. The purpose of this 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.

The governing board and MAT trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedure to ensure that persons 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 ensure staff to access the workplace.

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

- The parents/carers of pupils
- The Headteacher/ Assistant and other relevant members of staff
- The Local Governing Body
- The Trust Board
- External Partners

This plan is reviewed annually to take into account the changing needs of the school and its pupils, and where the school has undergone a refurbishment.



Training and CPD: Victoria Road Primary School and Nursery are committed to ensuring staff are trained in equality issues with reference to the Equalities Act 2010, including disability issues. The school supports any available partnerships too develop and implement the plan.

Legislation: This document meets the requirements of the Equality Act 2010 and the Department for Education (DFE) guidance for school 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 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 adjustment to premises. This policy is complied with our funding agreement and articles of association. In this policy, special educational needs refer to learning difficulty that requires special education provision.

The SEND Code of Practice says children have a learning difficulty or disability if they;

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions.
- school. when they reach compulsory school age or would do so if in special educational provision was not made for them.

Pupils must not be regarded as having learning difficulties solely because their first language is different from the majority spoken language of the school.

To this end the school will:

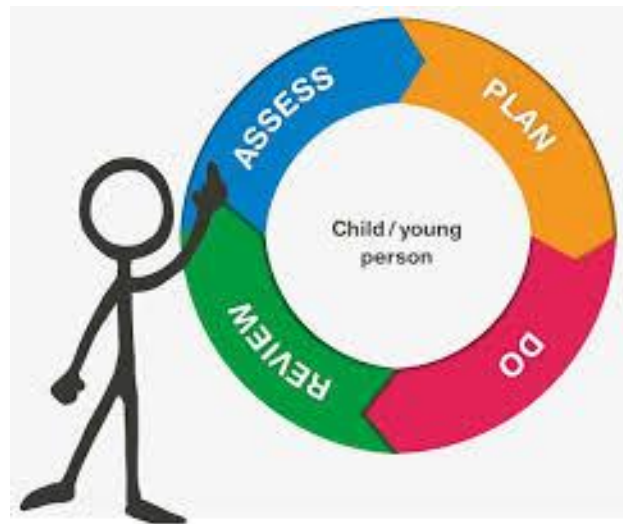
- Value all pupils and staff equally.
- Increase the participation in, and reduce their exclusion from the culture, curriculum, and community activities of the school.
- Where necessary restructure the cultures, policies, and practices in the school so that they respond to the diversity of pupils.
- Reduce barriers to learning and participation for all pupils, not only those with impairments or those who are categorized as having special educational need.
- Learn from the attempts to overcome barriers to the access and participation of pupils to make changes for the benefits of pupils more widely.

- View the differences between pupils as resources to support learning, rather than as a problem to overcome.
- Improve the school for staff as well as pupils.
- Emphasise the role of the school in building community and developing values, as well as raising achievement.
- Recognise that inclusion in education is one aspect of inclusion in society.

Views of those consulted during the development of the plan;

- Children were consulted through the school council and asked to discuss how to improve access to the curriculum and the school
- Part of the curriculum in PSHE focuses on these aspects of this. Also, assemblies have been designed to develop a positive image of the involvement of disabled children in the daily life of school.
- A group of governors, parents and staff have met to discuss the way that we can improve access to the curriculum and the school site.
- Staff training has helped to develop the attitudes and understanding across the staff when supporting with children's variety of access needs. Staff have contributed to the development of the access through discussion about the ECM agenda.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school and MAT in a number of areas and actions to increase accessibility for pupils with SEND. Progress as a result of these measure will be updated annually and reported to the governing body.



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

Planning Duty/Curriculum

Statement	<i>Action Needed</i>	<i>Evidence</i>
All teachers and teaching assistant to have updated training to teach and support pupil with a variety of needs.	For all existing staff to continue to update and seek new training as agreed in PMR's. All new staff to be provided with relevant training.	<ul style="list-style-type: none"> • Staff to access training platforms to support CPD. • All staff to explore CPD opportunities linked to SEND and disability needs in their PMR's to develop ability to carry out roles and responsibilities. • Time allocation is provided for staff to recap and refresh training, including spending time with the school SENDCo and other relevant agencies. • CPD to continue to inform the inset calendar for all teaching staff. Scheduled training to include diverse needs, for example MAST mental health, hearing impairment, autism (Reeach), visual impairment, speech and language, behaviour and communication interaction. • Specialist staff are to be trained accordingly, including the SENDCO completing The National SEND qualification.

<p>Classrooms are continually optimally organised for disabled pupils and are adjusted where needed.</p>	<p>All furnishings, equipment and the layout of the classrooms are carefully considered given the information and needs of the staff and the children within the setting. Where additional equipment is needed to support specific needs, this will need to be requested via the SENDCo and SEND budget.</p>	<ul style="list-style-type: none"> • Classroom layouts and access to resources are carefully considered for each individual child. • Staff ensure that clear lines of communication and access to appropriate information is accessible to support the needs of individual children. This needs to be a key focus in transition meeting and when children enter or c
<p>Lessons are accessible for all and encompass or needs.</p>	<p>Children's lessons are carefully planned in advance considered the needs of all of the learners. Where pupils have a specific disability, lessons will need to be adjusted to ensure inclusivity. Additional staffing can be requested when needed via the Headteacher and/or SENDCo.</p>	<ul style="list-style-type: none"> • All lessons are differentiated to suit all pupils' abilities. • All children are included on the planning on all subjects and their needs are supported accordingly.
<p>All lessons are responsive to pupils and promote diversity, challenging stereotypes. All pupils are encouraged to access a rich, broad and balanced curriculum regardless of disability or SEND need.</p>	<p>Staff to receive training on current local and national concerns regarding stereotyping. Teachers to provide examples to challenge stereotyping and use real life case studies where appropriate. Staff to be provided with ongoing CPD to support differentiation across</p>	<ul style="list-style-type: none"> • Raised awareness of stereotyping and perceptions within the school community. • Support from relevant CPD to explore and challenge stereotypes. • Insets to develop subject knowledge linked to differentiation to support access for all pupils.

	a range of subjects to support access for all children.	
The mental health and well-being of all staff and student to be at the forefront of our school focus. For the school to actively source support for mental and well-being, particularly focusing on those areas which may inhibit some children recognising self-worth and self-esteem.	For teaching staff to raise the profile of mental health and well-being within the classroom. Developing mental health and well-being 'check in's' and a recovery curriculum links to behaviour and mental health.	<ul style="list-style-type: none"> • Continue raised awareness of mental health and wellbeing through CDP. • Ace's awareness/strategies to be further embedded into teaching consciousness. • For classrooms to provide additional spaces for children to begin to recover when heightened linked to mental health and well-being.
For all staff to continually reflect, recognise and allow for additional time required by some physically challenged pupils to use equipment in practical work.	Parents to meet with the school SENDCo and Class Teacher to form a Care Plan to recognise when additional support and time is required for physical tasks. These are updated regularly to meet the needs of individual children.	<ul style="list-style-type: none"> • Ongoing links of communication with parents, SENDCO and Class Teachers. • Plans made are designed to support the time and need of the pupils. • Plans are used to raise awareness and support pupil's progress. •

<p>Disabled pupil who can not engage in some particular activities are provided with alternatives and are relevant to the curriculum and learning objectives being taught.</p>	<p>Staff and subject leaders to continually revisit and revise tools/schemes used across the school to support differentiation, particularly focusing on those children with disabilities.</p>	<ul style="list-style-type: none"> • Continued review of curriculum resources considering disabled pupils and SEND needs across the school. • SENDCo and other relevant staff to seek support from outside agencies such as physio and occupational therapists.
<p>All staff to have high expectations of pupils. They are to regularly access individuals learning outcomes and monitor these during pupil profile meetings each term with the SLT and assessment team.</p>	<p>Teachers have a good understanding of pupils needs and plan effectively for this. They have relevant information, teacher assessment to accurately discuss and plan next steps for all children, including those with disabilities at termly pupil progress meetings.</p>	<ul style="list-style-type: none"> • For staff to access child chronologies and appropriate reports by professional to demonstrate a good understanding of an individual child's needs. • For children with disabilities to be monitored during termly pupil profile meetings and appropriate next steps are put in place if needed.

Planning Duty 2: Physical Environment

<i>Statement</i>	<i>Actions Needed</i>	<i>Evidence</i>
<p>The size and layout of areas allows access for all pupils.</p>	<p>The site is set over 4 levels including a nursery. This is continuously revised to support accessibility. The chair lift (in KS1) was serviced in Jan 2021 and a new battery was replaced. The lift receives an annual maintenance check.</p>	<ul style="list-style-type: none"> • The chair lift (in KS1) was serviced in Jan 21 and a new battery was replaced. • The lift receives an annual maintenance check. • All external and internal slopes are checked daily by our on-site Site Manager to ensure accessibility. • Alternative route for parents collecting children on the playground at the end of the day have been arranged including access through the Sunny Dene gate and exit at Percy Street. • The disabled toilets are well maintained and accessed via KS1. • Access to a toilet area is available near our nursery entrance if required.
<p>Pupils and adults who use wheelchairs can move around the site independently.</p>		<ul style="list-style-type: none"> • Occupational Health referrals made for staff alongside individual risk assessments are to be completed alongside an SLT member of staff. • When alterations to setting are made (example fire doors replaced and added building works Summer 2021), measurement for doorways/ entrances should consider the width of a wheelchair to support access. • Adjustments to be made for wheelchair users with access to tables and surfaces where possible. • Equipment to support accessibility can be loaned from the OT team, linked to Occupational Health reviews and risk assessments.

<p>Pathways of travel around the school site and parking are safe, logical and well signed.</p>	<p>Signage for the disabled car parking space to be reviewed by the site manager to ensure that this is clearly indicated to users.</p> <p>Signs to be investigated to signal slops and pathways.</p> <p>The school to investigate adding a ramp into the Foundation area to support access onto the main playground.</p>	<ul style="list-style-type: none"> • Safe and accessible pathways around the school site which promote independence for users. • Designated carparking space is available for users and clearly sign posted.
<p>Emergency and evacuation plans are accessible for all pupils, including pupils with SEN and disabilities.</p> <p>Alarms have visual and audio components.</p>	<p>Any child who requires additional support in the event of an emergency to have a medical care plan organised by the school SENDCo. This is to be shared with key staff including parent/ carers, fire wardens and support staff.</p> <p>Alternative routes and hazards are to be considered.</p> <p>In planned fire drills, accessibility plans are to be tested.</p>	<ul style="list-style-type: none"> • Alarm systems, including lighting, audio alarms and protective factors are regularly tested. • Evaluation procedures are regularly tested in a variety of situations to support understanding and highlight any risk factors. • Procedures for the emergency exit plans to be displayed throughout the school.
<p>Decorations and signs should not be confusing and disorienting for pupils, including those who are visually impaired, epileptic,</p>	<p>Consideration for the placement of signage and how this is displayed across the school supported by external agencies.</p> <p>For the school to explore annual checks of signage to meet the needs</p>	<ul style="list-style-type: none"> • External steps have white gripping to support visually impairments.

<p>and autistic.</p>	<p>of the children who attend and potential visitors.</p>	
<p>Areas that visitors and pupils have access to are well lit with static lighting.</p>	<p>Lighting to be checked as part of the site managers daily site walk. Any lighting concerns are to be address and shared with the duty SLT member. Lights that are flashing should be removed immediately to meet the needs of individual risk assessment.</p> <p>Emergency lighting is to be replaced Summer Term 2021 as part of the school CIF bid.</p>	<ul style="list-style-type: none"> • Emergency lighting is checked regularly to ensure it is fit for purpose. • School lighting is check daily and maintenance checks are completed. • Those staff members/ children who may suffer from sensitivities regarding lighting for example epilepsy, to have a risk assessment plan.
<p>Steps are taken to reduce background noise to support those with additional hearing needs.</p>	<p>School to link with the Hearing Teacher of the Deaf and other additional professional to support children/ staff members who require additional access with regards to hearing.</p> <p>Where possible the school is use additional equipment supported by the Hearing Teacher of the Deaf to enhance sound</p> <p>Consideration regarding placement of sound equipment and visual supports in key areas such as the hall.</p>	<ul style="list-style-type: none"> • School links with Hearing Teacher of the Deaf. • Staff receive up to date training and are well informed regarding induvial needs and how to use additional equipment/ resources to support an individual's needs.

Planning Duty 3: Information

<i>Statement</i>	<i>Actions Needed</i>	<i>Evidence</i>
School visits are made accessible to all pupils irrespective of attainment or impairment.	Where possible risk assessment are to be completed on site where possible. A full investigation to take place with regards to accessibility. Where needed accessibility plans to be made for pupils before a trip takes place.	<ul style="list-style-type: none"> • If a child/adult is unable to access any element of an external visit this is not deemed appropriate for the cohort of children and alternative visits are sought. • Differentiation to meet the needs of pupils/ adults are to be made and discuss with those involved prior to the trip. • Additional staff to attend the trip to support accessibility.
The school liaises with support services to provide information in simple language, symbols, large print, on audio type, braille, for pupils who may have difficulties accessing standard forms of print.	The SENDCo to ensure that there is a clear chronology of support and communication around support for those children/ adults who may find it difficult to access standard print.	<ul style="list-style-type: none"> • For support specialised to link with the school to support the needs of individuals when needed. • Alternative formats to be made available and should meet the needs of individuals. • Regular meetings TAM/EHATs should take place to review the needs, to ensure resources are adapted to meet the needs of individuals.
The school ensure that in that in both lessons and at meetings for parents, information can be presented in a user-friendly way for people with disabilities.	For the school to explore a signage and access review to take place annually from outside professionals.	<ul style="list-style-type: none"> • Staff will respond the meet the needs of individuals as this is shared with them. They are to adjust their settings to meet the needs highlighted. • Information should be shared on a range of platforms including Facebook,

		text messages and the school website.
		<ul style="list-style-type: none"> • Parents to be made aware of external support agencies such as PIAs to empower and enable parents and carers.
The school has and uses facilities such as ICT to produce written formats. Where applicable for pupils to be provided with ICT equipment to aid access and communication.	<p>The SENDCO and ICT coordinator to work together to deploy ICT resource to support access to learning across the curriculum.</p> <p>Any materials/ resources/ communications to be adapted as requested to support accessibility.</p>	<ul style="list-style-type: none"> • The school has a good range of ICT which enables all to increased accessibility. • Where equipment is not available in school this is to be sought from different sources to support the need of individuals where possible.
The school has staff who are trained in manual handling and staff are well informed and feel safe carrying out their duties.	Ensure that appropriate staff are trained, and this is updated regularly. For safe to be consulted on equipment and the resources needed to complete manual handling tasks.	<ul style="list-style-type: none"> • Staff training is up to date and effective for individuals. • MAPPA training to completed by key members of staff.

Specialist Support

Specialist support for pupils with special educations needs is available from the following support services.

- Plymouth SEN SAS service
- MAST Team
- Plymouth Psychology Service
- The Communication Interaction Team
- Woodlands School for Physically Challenged Pupils
- Advisory Team for Sensory Support



- Advisory Teachers for the Deaf
- Advisory Teachers for the visually impaired
- Pre-School Advisory Service
- Advisory Service for pupils with additional needs
- Inclusion advisory (0-4)
- PIAS
- Children's Speech and Language Service
- Children Adolescent Mental Health Team
- Outreach support from Plymouth Special Schools
- School Nursing Service
- Jeremiah's Journey
- St Luke's
- Plymouth Online Directory (POD)

Please look on our school SEND website for further links and support.

This plan was updated in July 2023 and will be reviewed in September 2024

S Burnett (Headteacher)

Sarah-Jayne Collins (SENDCO & Assistant Headteacher)

Julie Cook (Chair of Governors)

Laura Henshaw (SEND Governor)



