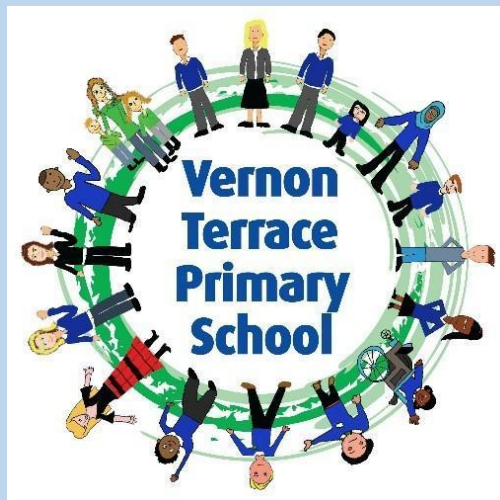


# **Vernon Terrace Primary School**

## **Accessibility Policy 2025 - 2028**



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## 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. Vernon Terrace Primary School is committed to providing an environment that enables full curriculum access so that all pupils, staff and visitors are valued and included regardless of education, physical, sensory, social, spiritual, emotional and cultural needs. The plan is available online on the school website, and paper copies are available upon request.

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 school supports any available partnerships to develop and implement the plan.

**We will continue the advice of Local Authority services and outside agencies such as specialist teacher advisers and SEN Consultants and appropriate health professionals to develop and implement our plan.**

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 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.

### 3. Action plan:

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

| Aim                                                            | Current good practice<br><i>Include established practice and practice under development</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Objectives<br><i>State short, medium and long-term objectives</i>                                                                                                                                                                                           | Actions to be taken                                                                                                                                                                                                                                                             | Person responsible                                                                                                                    | Date to complete actions by               | Success criteria                                            |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------|
| Increase access to the curriculum for pupils with a disability | <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Staff are reflective in their approach proactive and seek support if needed to find solutions or review their practice for specific children and situations.</p> | <p>Continue with review of curriculum to ensure appropriate differentiation including adaptive strategies.</p> <p>Provision provided to be appropriate to the needs of the children.</p> <p>Tracking and assessment to be monitored to ensure progress.</p> | <p>Curriculum lead analyse curriculum planning</p> <p>Leadership Team to monitor impact</p> <p>Reviewed termly through pupil meetings book monitoring school observations</p> <p>Tracking and provision reviews ( IEP's ONE page profiles and teams around child as needed)</p> | <p>Curriculum Lead</p> <p>Leadership Team</p> <p>Head Teacher, SENDCo and Assistant SENDCo, ToD, SEMH Lead</p> <p>Leadership Team</p> | <p>Termly</p> <p>Termly</p> <p>Termly</p> | Effective curriculum enables good progress for all children |

|                                                                          |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                           |                                                                                                  |                                   |                                                                       |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------------------------|
| Improve and maintain access to the physical environment                  | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled toilets and changing facilities</li> <li>• Hearing Impaired equipment eg <i>noise monitors and sound system in hall</i></li> </ul>         | Complete rigorous Health & Safety checks                                                                                                                           | Mini Health and Safety checks on all equipment/aids                                                                                                                                                                                                                                                                                       | <p>Leadership Team/<i>Site Supervisor/PE Lead/ Staff Governor</i></p> <p><i>TOD/ SENDcos</i></p> | Monthly                           | Fair access for all.                                                  |
| Improve the delivery of information to pupils with a disability          | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources – when needed</li> <li>• Pictorial or symbolic representations</li> <li>• Sign Language</li> </ul> | Develop staff awareness                                                                                                                                            | <ul style="list-style-type: none"> <li>• Staff access, Sign Language Training</li> <li>• Use range of communication tools</li> <li>• <i>Sign Language classes for children within school.</i></li> <li>• <i>BSL Club</i></li> <li>• <i>Access to technology for better understanding, recording e.g. laptops, apps, iPads.</i></li> </ul> | <i>Teaching and Learning</i>                                                                     | <i>Ongoing – reviewed termly.</i> | Improved communication for all children plus increased understanding. |
| To continue to develop provision for SEMH Children external and internal | <ul style="list-style-type: none"> <li>• Minutes of termly reviews</li> <li>• Inclusion within whole school</li> <li>• Liaison with home school</li> <li>• Training</li> </ul>                                                                                                                            | <p>To continue to develop training and guidance to other schools <i>through the SEMH base.</i></p> <p><i>Continue to develop 18-week full-time placements.</i></p> | <ul style="list-style-type: none"> <li>• Panel meetings</li> <li>• Visits</li> <li>• <i>Internal referrals</i></li> <li>• <i>External referrals</i></li> <li>•</li> </ul>                                                                                                                                                                 | <i>Head Teacher SEMH leads SENDCo Assistant SENDCo</i>                                           | Minimum monthly                   | Schools reduce exclusions                                             |



## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

| Feature           | Description                       | Actions to be taken                                                                                                                                                                                      | Person responsible | Date to complete actions by |
|-------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------|
| Number of storeys | 1                                 |                                                                                                                                                                                                          |                    |                             |
| Corridor access   | Generally good                    | Keep clear of coats, bags etc                                                                                                                                                                            | Class Teachers     | ongoing                     |
| Lifts             | None                              |                                                                                                                                                                                                          |                    |                             |
| Parking bays      | N/A car park at present too small |                                                                                                                                                                                                          |                    | Review when needed          |
| Entrances         | Main entrance in fine             | School has a portable ramp suitable for playground to classroom in KS1 area – see Health and Safety report and Site Supervisor daily checks.<br>See individual risk assessments for individual children. | Head Teacher       | July 2025                   |
| Ramps             | One available                     | Recently replaced                                                                                                                                                                                        | Head Teacher       | July 2025                   |

|                         |                                |                                                                                       |  |  |
|-------------------------|--------------------------------|---------------------------------------------------------------------------------------|--|--|
| Toilets                 | One disabled toilet            | Minor adaptations as advised by OT e.g. grab rails have been put in place.            |  |  |
| Reception area          |                                |                                                                                       |  |  |
| Internal signage        | ✓                              | Signage of key words for Deaf and Partially Hearing children available around school. |  |  |
| Emergency escape routes | See Fire Audit recommendations |                                                                                       |  |  |

**Approved by:**

Chairman

**Date:**

**Last reviewed on:**

March 2025

**Next review due by:**

March 2028