

Vaughan Primary School



Accessibility Policy And Action Plan

Date of Policy: Spring 2026
Date of Review: Spring 2027
Next Review: To be reviewed annually

This policy should be read in conjunction with the school's SEND Information Report, SEND Policy, Assessment Policy, Equality Plan, Health and Safety policy, Supporting Children with Medical Conditions Policy, Safeguarding and Child Protection Policy and Keeping Children Safe in Education guidance (KCSiE September).

Definition of Disability

The Equality Act 2010 gives a broad definition of disability.

Definition (Equality Act 2010)

“A person has a disability 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 carry out normal day to day activities”

Physical or mental impairment includes sensory impairments and also hidden impairments.

In the DDA '**substantial**' means '**more than minor or trivial**'. '**Long-term**' means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, which could include: learning disabilities, dyslexia, Autism Spectrum Disorder (ASD), speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.**

All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity:

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The definition of SEND (see school policy) includes many, but not all, disabled children. A disabled child has SEND if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

Aims and Objectives

Vaughan 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 disability and to developing a culture of inclusion, support and awareness within the school. 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.

This document aims to clarify the school's legal duty to improve accessibility for disabled pupils, establish a strong ethos of inclusivity, outline the school's plans to improve the levels of access to all people regardless of their abilities, provide an audit of the current position and outlines an action plan to further enhance accessibility within the school for its pupils, staff and wider school community. Vaughan Primary School Accessibility Plan (Appendix One) shows how access has been improved for disabled pupils, staff and visitors to the school and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

Schools are required under the Equality Act 2010 to have an accessibility plan.

The Accessibility Plan contains relevant and timely actions to:

- Increase the extent to which disabled pupils can participate in the curriculum and contain relevant and timely actions to increase access for pupils with a disability, ensuring that pupils with a disability are as, equally, prepared for life as are our pupils who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers expanding the curriculum as necessary to ensure that pupils are as equally prepared for life; 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.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, adding specialist facilities as necessary.
- Improve the availability of accessible information to disabled pupils and their families, staff and visitors with disabilities; examples might include handouts, timetables, newsletters, texts and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

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.

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.

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.

Responsibilities

To help us meet the aims of the policy, the persons below have the following responsibilities:

Name of Stakeholder	Responsibility
The Head teacher	Evaluates the impact of the plan.
Senior Leadership Team	Monitors the adjustments made for disabled pupils.
Class teachers	Ensure disabled pupils participate fully in school life and make progress.
Governing Body	Approve and monitor the plan.
Parents	Parents work with the school to ensure that their child is included and consulted regarding access arrangements.
Pupils	The pupil population have a responsibility to include peers with a disability in all parts of school life.

Physical Environment

All long and short term plans to change the physical environment take account of the needs of disabled pupils, their families and prospective pupils.

The school building has been designed and improved to ensure accessibility have included the following:

- The building is wheelchair accessible
- A physical environment that is safe and welcoming
- Accessible toilet facilities available throughout the school
- Space for small group work and individual work for targeted learners
- Sound system in Main Hall

- Handrails on stairs and **outside of classrooms where appropriate**
- The installation of a lift to enable access to the first floor in the Junior School. Any children are supervised by a member of staff at all times when using this
- The installation of additional disabled toilet facilities on all floors in the Infant and Junior buildings with changing facilities
- Wide corridors to facilitate wheelchair access
- Improved signage in the school building and grounds
- Accessible parking is always available
- Provision of dedicated disabled parking spaces in the main carpark
- Door push/pull bars
- Support for parents at parent consultations, for example an interpreter to translate or a BSL Interpreter
- **Modified copies of printed materials for those with vision needs**
- **Bespoke adjustments for pupils and parents with hearing and/or vision needs and/or physical disabilities.**
- **Use of core communication boards for some pupils with speech, language and communicate difficulties.**

We will:

- Ensure that staff receive relevant training to ensure they can support children with special needs
- Provide access to support from external professionals as required
- Provide a commitment by staff and governors to ensure that Vaughan Primary School is an inclusive school
- Actively demonstrate a commitment to try to ensure compliance with DDA and SEND Code of Practice

Curriculum

The curriculum is **adapted** to enable pupils with Special Educational Needs and/or Disabilities (SEND) to access learning and remove barriers whenever possible (see Special Educational Needs and Disabilities Policy and SEND Information Report).

Regular training for staff is provided for pupils with specific needs, such as Autistic Spectrum Disorder, Hearing Impairment and Visual Impairment **and speech, language and communication difficulties.**

Visual timetables and now and next boards are used in every classroom and are also produced for identified pupils; all staff members have a set of visuals on their lanyards and visual prompts are used in all school toilets. All information from Parents Information Evenings is placed on the website. Translators and interpreters are used at parent consultations when required.

Resources are allocated to help to ensure pupils are given appropriate support including:

- Teaching Assistant, Learning Mentor and CBT Counsellor support
- Specialist Equipment
- ICT facilities
- Sensory Room

Advice is sought from specialist agencies including health professionals when appropriate. Individual support and health care plans are put in place to ensure pupils' specific needs are met. **Risk assessments and PEEPs are also put in place where necessary.**

Access to Information

The school will make every effort to provide information in an accessible format. This will include making use of services provided by the Local Authority through its Local Offer.

Translated copies of written material into different languages can use be provided through the use of google translate.

Special Needs

Vaughan Primary School provides for the additional needs of pupils with a disability who have SEND. These pupils with long term medical conditions have an individual Health Care Plan (HCP) which records the nature of the medical condition and the steps needed to ensure access to the curriculum and to manage the condition.

Vaughan Primary School provides a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

Equal Opportunities

The Governors will ensure compliance with the current legislation regarding Equal Opportunities. Compliance with the Equality Act 2010 is consistent with Equal Opportunities legislation. The school recognises and complies with its duty under Equality Act:

- Not to discriminate in the provision of education and associated services.
- Not to discriminate against pupils in admissions and exclusions.
- Not to treat pupils less favourably.
- To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage.

Parent Involvement

Vaughan Primary School recognises and values each parent's knowledge of their child's disability and its effect on his/her ability to carry out normal activities. The school respects the parents and child's right to confidentiality. Parents' views are sought and incorporated into any reasonable adjustments the school makes.

Assessment

Assessment for disabled pupils will follow the Assessment Policy.

Monitoring and evaluation

The Headteacher and Governors will monitor the accessibility plans and strategies **on an annual basis at the full governing body meeting**. Success will be evident when pupils with a disability participate fully in school life and when they feel part of the school and are included by their peers in all parts of school life. Surveys will be carried out annually to ensure the school has up to date information regarding the level and nature of needs in the school community.

Community Involvement

The school community are actively consulted and involved in any plans and strategies to improve access for pupils with a disability. The building work has taken account of the needs of pupils and parents with disabilities.

Reasonable adjustment(s) will continue to be made to ensure anyone with a disability is able to participate as fully as possible in all aspects of school life, including concerts, assemblies, meetings and school trips. The Local Authority works with the school to provide a source of specialist teachers, advisors, SEND support and health professionals.

Health and Safety

Risk Assessments are undertaken and monitored by the school Health and Safety Officer and the Site Manager. Any recommendations are fully implemented by the Head teacher and monitored by the Governors.

Where applicable, the AHT for Inclusion/**Welfare Team** undertake and implement individual Risk Assessments and PEEPs (Personal Emergency Evacuation Plans) for pupils with temporary conditions e.g. broken leg or medical conditions e.g. epilepsy.

Appendix One

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with all incoming nurseries/settings regarding potential intake for nursery and reception as well as for in-year transfers	To identify pupils who may need additional to or different from provision.	once intake is confirmed via admissions.	EYFS Leader Class teachers SENCo	Procedures/equipment/ideas are set in place for Autumn prior to new intake. New intake pupils with any disability/health needs are able to be fully integrated into school.
To review all statutory policies to ensure they reflect inclusive practice and procedures.	Annually review policies to ensure that any necessary changes can be made to improve our inclusive practice.	Ongoing	Headteacher and SLT	All policies clearly reflect inclusive practice and procedure and comply with the Equality Act 2010
To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with mobility difficulties, asthmatic and diabetic pupils.	SENCo and Welfare staff to liaise with all necessary agencies e.g. school health, CAMHS etc to ensure all needs of pupils are met. SENCo to liaise with OT and physio for pupils with a physical need and ensure that manual handling risk assessments are implemented. SENCo to liaise with the children's sensory team to ensure that the needs of pupils with	Ongoing	Headteacher Class teachers Welfare SENCo	Clear collaborative working approach. The school is compliant in terms of supporting needs of the children with physical and sensory difficulties.

	<p>both vision and hearing difficulties are implemented.</p> <p>SENCo to liaise with the SALT to ensure that the needs of pupils with speech, language and communication difficulties are implemented.</p> <p>All information to be shared with class teachers so that support can be given in class.</p>			
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Administration of medicines policy updated. Close liaison with outside agencies/parents who can support school in drawing up care plans for individual pupils as required. Support from school nurse and specialist teams where required.	Ongoing	Headteacher Class teachers Welfare SENCo	The needs of all pupils with medical needs are met in school.
To ensure that the sensory needs of all pupils are met fully within the capability of the school.	Annual sensory audit to be carried out and actions identified and acted upon	Ongoing	SENCo SLT Other staff	The school is able to better meet the sensory needs of the pupils within school so that they are better able to access the full curriculum offer
To ensure that the communication needs of all	Annual communication audit to be carried out and actions identified and acted upon	Ongoing	SENCo SLT	The school is able to better meet the communication

pupils are met fully within the capability of the school.			Other staff	needs of the pupils within school so that they are better able to access the full curriculum offer.
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Promote positive attitudes towards pupils and all others with disabilities.	Celebrate and highlight key national/local events such as disability awareness week and neurodiversity celebration week. Promote outside visits from disability groups. Partake and promote disability awareness day across the school to enable children to learn about a range of different disabilities. Provide opportunities for children with a disability to have a voice, e.g. School Council.	Ongoing	Headteacher SLT Class teachers SENCo Learning Mentor CBT Counsellor	Pupils demonstrate in school that they have a positive attitude towards disability. Range of activities/events to promote disabilities in a positive light and enable children to reflect on their understanding of what it might be like to live with a disability.
To ensure that appropriate curriculum adjustments are made to ensure fair access for all pupils.	Teaching staff to continually assess if the learning environment and resources therein are inclusive Teaching staff to continually consider the needs of all pupils when planning lessons through adaptive teaching, targeted and specialist support and intervention. Adjust resources accordingly such as text size, paper colour, writing equipment and classroom position etc. Consider communication needs of the pupils Consider sensory needs of the pupils	Ongoing	Class teachers Teaching Assistants SENCo	All pupils can access the curriculum and curriculum is adapted to meet their individual needs.

	School staff to seek appropriate support from outside agencies, if deemed necessary for a particular child in liaison with the SENCo.			
To ensure full access to the curriculum for all pupils.	An adapted curriculum with adaptations made for pupils. A range of support staff who provide targeted support. Multimedia activities to support curriculum areas. Use of interactive ICT equipment. Specific equipment sourced from Occupational Therapy as required. SALT resources – visual support Visual timetable and now and next boards Sensory resources within the classroom	Ongoing	Class teachers Teaching Assistants SENCo	Advice taken and strategies evident within day to day teaching and planning.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure that where possible pupils with disabilities have full access to trips and extracurricular activities	Seek specialist advice. Consult with parents regarding adaptations and/or reasonable adjustments for extracurricular activities or access to a particular trip.	Ongoing	Headteacher Class teachers SENCo SLT	Pupils with disabilities are able to access the curriculum and extra-curricular activities.

	<p>Training for staff in risk assessment for varied school activities to include: trips and extra-curricular activities.</p> <p>Draft risk assessments with specific children in mind with personalised strategies.</p>			
<p>To ensure that all pupils with disabilities are able to participate fully in PE lessons within school.</p>	<p>Use of Inclusion clips to support teachers in understanding how teaching and learning can be adapted for pupils with disabilities. Support from PE Co-ordinator. Opportunities for children to participate in specialist Local Authority events.</p> <p>Programmes to be devised in liaison with the Physio and OT teams.</p>	Ongoing	<p>PE Co-ordinator Class teachers SENCo OT Physio</p>	<p>Improved participation levels of pupils with SEND.</p>
<p>To review the attainment and progress of all SEND pupils, including pupils working at Greater Depth.</p>	<p>SENCo and class teachers to meet termly to discuss individual pupils with EHCPs. Pupil progress meetings used to discuss progress of SEND pupils.</p> <p>Ongoing support for staff to review and write SEND support plans as needed.</p> <p>Liaison with parents to discuss next steps and strategies for supporting pupils with SEND needs.</p> <p>Termly writing and review of EHCP provision maps and SEND support plans to measure progress and decide upon next steps.</p>	Ongoing	<p>Class teachers Teaching Assistants SENCo</p>	<p>Progress made towards outcomes. Provision mapping shows clear steps and progress made. Analysis data to show outcomes for SEND pupils.</p> <p>Reviews of EHCP provision maps and SEND support plans show progress made.</p>

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
Ensure school staff and governors are aware of any potential access issues.	Governors to monitor current accessibility within school and identify areas for development.	Ongoing	Headteacher SLT Governing Body	All staff and governors are aware of any necessary areas which need to be improved.
Ensure all pupils with a disability can be safely evacuated in the event of a fire.	Put into place personal emergency evacuation plans (PEEP) for all pupils with difficulties. Install additional facilities to support those with physical disabilities (e.g. additional hand rails, ramps where needed.)	Ongoing	Headteacher SLT SENCo Welfare Team Class teachers	All pupils with a disability who need a PEEP have one in place and are able to be safely evacuated from the building.
To ensure that the lift within school is appropriately maintained to ensure it can be used for pupils with physical disabilities if needed.	Lift to be on a service contract to ensure it is maintained regularly.	Ongoing	Site Supervisor School Business leader	Any pupils/members of staff who require the use of the lift are able to use it if necessary.
Maintain safe access for visually impaired pupils and parents.	Check exterior lighting is working on a regular basis.	Regular checks	Site Supervisor School Business leader	Visually impaired pupils and parents are able to access school vicinity safely.
Maintain a safe site and ensure that any health and safety issues are identified and addressed.	Regular health and safety checks take place within school.	Regular checks	Site Supervisor School Business Leader	School site is maintained so that disabled access is constantly available and any health and safety issues are

				rectified.
Consider additional facilities which may need to be installed to improve access to the top floor of the juniors building	Investigate the possibility of installing an EVAC chair to use in case of fire evacuation.	2026-2027 budget	School Business Leader SLT Site Supervisor Governing Body	Pupils or adults on the top floor who have mobility difficulties are able to exit the building quickly and safely in the absence of the school lift working.

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure parents and pupils with a disability has every opportunity to be involved in school life and that all visitors with a disability can park in the school car park (or their parents in the case of pupils.)	Utilise disabled parking spaces for visitors to drop off and collect children. Ensure that disabled parking space is always guaranteed within school car park for visitors to school.	Ongoing and reviewed regularly to ensure areas for improvement are identified and acted on	Headteacher SENCo School Business Leader Site Supervisor	Parents with a disability actively encouraged into school.
Review information to parents/carers to ensure it is accessible and make adaptations where needed.	Consider carefully use of language etc used on letters when communicating to parents etc. Continue to review our communication systems in order to engage more parents in the life of the school. Provide enlarged copies of letters where needed.	Ongoing and reviewed regularly to ensure areas for improvement are identified and acted on	Headteacher SENCo School Business Leader Admin Staff	All parents receive information in a form they can access.

	<p>Provide printed copies of letters where needed.</p> <p>Use google translate to provide information to parents in different languages where needed.</p> <p>Use translators and BSL interpreters where needed for parent meetings.</p>			
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