


## Accessibility Policy & Plan 2023-27

<p style="text-align: center;"><b>THE VAYNOR FIRST SCHOOL</b></p> 	<b>Policy review Date</b>	Autumn 2023
	<b>Date of next Review</b>	Autumn 2027
	<b>Who reviewed this policy?</b>	Governing Body
	<b>Date approved by Governing body</b>	November 2023
	<b>Name of Headteacher</b> <b>Name of SENCo &amp; Inclusion Leads</b>	Helen Colcombe Rebecca Joynes James Walker

**This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.**

## 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 pupils and families fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our motto “**Inspired to be the best that I can be**”, encapsulates our vision for our children. As a school we want each one of our children to have ambition. For them to continually seek ways of improving to achieve success and to enable them to grow as aspirational members of our community, country and the wider world in which they live.

We want our children to **enjoy**, be inspired by and show **compassion, kindness, honesty** and **respect** for one another and the world around them.

At The Vaynor we are committed to providing high quality learning experiences for all our children, by providing an exciting and accessible curriculum and supporting children who may have a special educational need of any kind.

Our accessibility plan will be made 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, the complaints 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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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 auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## 3. The school’s context and current good practice

The Vaynor First School is a mainstream school for boys and girls between 4 and 9 years old and is part of the Endeavour Schools Trust. The school comprises of one school building. There is disability access to all classrooms (a lift is provided to access the second floor) and main areas of the school.

We discuss any disability or health condition in early communications with new parents and carers as part of our school admission procedure. Most entrances to the school are either flat or ramped and have wide doors. There are disabled toilet facilities available fitted with handrails and an adjustable sink. The school has internal emergency signage and escape routes are clearly marked. We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs. We consult with experts when new situations regarding pupils with disabilities are experienced.

We provide a differentiated curriculum for all pupils with resources tailored to support children to access it. The curriculum is regularly reviewed to ensure it meets the needs of all. Progress is tracked for all pupils, including those with a disability and targets set which are appropriate.

### 3. Action plan 2023 - 2027

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

AIM	LEAD	ACTION	TIMESCALE	SUCCESS CRITERIA
<b>Access to the Curriculum</b>				
Increase confidence of all staff in differentiating and adapting the curriculum.	Leadership Team & SENCo	Be aware of staff training needs on curriculum access. Provide appropriate training in specific areas of need and removing barriers. Access support from specialist services and teachers.	CPD sessions Ongoing support Termly	Children appropriately challenged across the curriculum.
Increase teaching assistants' knowledge & skills to support pupils.	SENCo & Inclusion Leads	Assign suitable CPD schedule for teaching assistants. Assign areas of expertise for teaching assistants e.g communication, dyslexia, ASD Access for teaching assistants to work alongside and train from specialist support services. Time given for teaching assistants to plan and work together.	CPD sessions Ongoing support Preparation and planning time.	Raised staff confidence in strategies to improve children's independence and access to curriculum.
All educational visits to be accessible for all.	Headteacher, SENCo & EVC	Develop guidance for making trips accessible. Ensure voluntary contributions are fair and offer alternative payment methods to allow trips to happen.	As needed	All children able to access all educational visits and take part in all activities.
<b>Physical Environment</b>				
Ensure all disabled pupils and staff can be evacuated safely.	Fire Marshall/SLT	Personal Emergency Evacuation Plans (PEEP) in place for any pupils or staff who need it.	Ongoing review termly in 2023/24	Clear and precise evacuation practices.
Access into main entrance of school and reception to be fully compliant.	SLT/CFO/Site Manager	Disabled access to main entrance to be improved; power assisted double doors to replace existing single door, ramp widened. Signage around site improved for disabled access into building.	By 2027	Main entrance fully accessible for all and compliant.
Improve disabled toilet facilities	Site manager/SLT	Panic cord installed into disabled toilet.	September 2024	Disabled toilet facilities fully compliant.
Improve disabled access into all classrooms	Site manager/SLT	Ramp to entrance/exit to music room fire exit	September 2025	Access to all classroom improved and compliant.

## 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:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Special Educational Needs Policy
- Supporting pupils with medical conditions policy
- Intimate Care Policy