



Victor Seymour Infants' School

School Accessibility Plan

Date: January 2024

This Accessibility Plan applies to Victor Seymour Infants' School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Headteacher

This plan was approved by the Governing Body on: January 2024

This plan is due for review by: January 2026

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ 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”.

This plan sets out the proposals of the Governing Body of Victor Seymour Infants’ School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Victor Seymour Infants’ School Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Name of School

Victor Seymour Infants’ School is a single storey building comprising three blocks. The main school block houses 1 Nursery class, 3 reception classes, 3 Yr 1 classes, 1 Yr 2 class, 1 Nurture SEN room, a staffroom, ICT classroom, library and link area, pupil and staff toilets, disabled toilet, administration offices, school kitchen and school hall. There is a pre-fab external building housing two Yr2 classes and pupil toilets and an external nursery housing classroom, administration offices, pupil toilets and disabled/staff toilet.

School’s Vision

At Victor Seymour Infants’ School every child will develop the skills, knowledge and understanding to enable them to lead confident, healthy and independent lives.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)					
Plan	Impact	Resp	Y1 review	Y2 review	Final review
To ensure that Individual Education Plans have been completed on a termly basis for pupils with SEND	Children are able to access the learning in line with the DDA	SM MW			
To ensure a Personal Evacuation Plan has been completed and reviewed on an annual basis for pupils as they progress through the school with a disability.	Children are able to access the learning in line with the DDA	SM MW			
To purchase SEND resources (wobble cushions, lapcat, timers, visuals, fidget/light toys, pencil grips/ coloured overlays, books, 'calm down' boxes, literacy & numeracy support aids) allowing pupils to access the curriculum.	Resources are reviewed on an annual basis to identify resources required or purchased on a need identified. This enables all children to access the learning resources that they will need to ensure they can achieve	MW			
To ensure professional services are put in place to support the needs of SEND. E.g. Speech and language therapist, occupational therapist, educational psychologist, autism service	Children are able to access the learning in line	MW			

To ensure interventions are available to support the needs of SEND. E.g. ELS, ELSA, Rainbow club, mindfulness/relaxation techniques, cosmic yoga, brain breaks	Children are able to access the learning in line with the DDA	MW			
Further increase representation of students with physical difficulties ie; participation in student voice activities, participation in extracurricular activities, student council etc	Student body representation will reflect its diverse nature.	SM MW			
Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact	Improved attainment and progress for SEND students	SM MW EG			

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Ensure every subject has access to specialist equipment and furniture where necessary	No student has impaired access to learning as a result of a lack of equipment.	SM MW			
Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	No student is impacted by a lack of accessibility to the building and environment	SM MW SMcC			

To ensure the disabled car parking bay in the school car park is left free to enable pupils with a disability to access the school safely		SM MW SMcC			
Install a permanent ramp to the Yr 1 classroom, leading to the Year 1 outside area playground to allow access for pupils with disability.	No student is impacted by a lack of accessibility to the building and environment	SM MW SMcC AHE			

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
The website is written in user-friendly language, with as non-complex vocabulary as we can manage	Parents and pupils feel fully involved in the life of the school and can access important information	SM MW SW			
To ensure technical support is available to SEND pupils utilising ipads, laptops or recordable devices in order to access information provided to pupils.	Pupils are able to access the learning and information that supports their learning	SM MW SW			
To provide information to parents with EAL or disabilities in other formats e.g. information on coloured paper for parents with dyslexia or translated letters for EAL in order for pupils to deliver	Parents and pupils feel fully involved in the life of the school and can access important information	SM MW SW AHE			

information for pupils.					
Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required	Parents and pupils feel fully involved in the life of the school and can access important information	SM MW SW AHE			
Ensure that DDA compliant signage is rolled out across the school	Signs are clear and understandable for the visually impaired.	SM MW AHE			