

# Accessibility Plan

## Viewley Hill



Policy Version Control	
Policy type	Local Governing Body
Policy prepared by (name and designation)	Head Teacher
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# Accessibility Plan

## Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

Attached is a set of action plans showing how the school will address the priorities identified in the plan. We recognise the need to provide adequate resources for implementing the action plans and will review them annually.

## Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.'

The definition of disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

## The purpose and direction of the school's plan: vision and values

At Viewley Hill we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Viewley Hill promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive and kind school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Pupils with disabilities are fully included in the life of the school. They participate fully in the curriculum, and are fully involved in school visits. They access all areas of the school building, as the building fully complies with all Disability Discrimination Act Regulations. As such, we are proud to have a building which includes:

- A dedicated hygiene room within EYFS provision
- Wide doors – externally and internally, so that children using wheelchairs do not require special routes around the school – and can access every room in the building that they need to

- Areas throughout school where children and adults can administer medicines privately and comfortably
- Accessible toilet areas
- Wide footpaths round the school building – ensuring that wheelchair users do not feel uncomfortable travelling along narrow paths with pedestrians
- A dropped height reception desk – so that disabled visitors feel appropriately welcomed from their initial moments of being in the school
- Dedicated disabled car parking spaces

All children are able to, and are encouraged to attend a range of after school clubs and represent the school equally as much as their able-bodied peers.

### **Information from pupil data**

In order to prepare for pupils' needs we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in reception or join us later in their school life. We meet with parents, either in school or in the home, as well as liaising with other schools / settings, and with other professionals.

We currently have children with the following:

- Physical Disability Needs
- Cognition and Learning Needs
- Communication and Interaction Needs

### **Views of those consulted during the development of the plan**

We will consult annually with pupils, parents and staff on whole school issues. This will form part of the pupil and parental questionnaires. This is reported to the Trust Board and the Local Governing Body.

We meet parents formally each term to discuss the progress of children academically and socially.

Annually, we meet parents of children with Care Plans to review the Care Plan and the associated support. We review and refine our practice accordingly.

We will consult with experts both inside and outside of the trust when new situations regarding pupils with disabilities are experienced.

**This policy is monitored by the governing body and will be reviewed every year for 3 years, but monitored annually.**

**Other linked policies include – Equality objectives, SEND policy and SEND Information Report.**

## School Accessibility Plan 2023 – 2026

Strand 1: Access to the curriculum				
Action	Team(s)/ Individual Responsible	Timescale	Monitoring	Outcomes
Ensure all staff have full information about pupils needs and associated lived experiences where appropriate	SLT	Termly	SLT	On-going review. Regular opportunity to review needs of children. Dedicated time to review needs and concerns in place termly. Staff confident in knowledge and open door policy.
Ensure all staff are aware of the routes of enquiry should they need to access further information	Phase Leaders	Half termly	SLT Phase Leaders	
Ensure that all SEND / medical plans incorporate appropriate diagnosis and required support and intervention to meet need.	SENDCo Class Teachers Pastoral Leads		SENDCo	Ongoing SEND Plans checked by SENDCo Medical by AHT to ensure robust and meet need
Ensure that classrooms are organised to meet the needs of all pupils, specifically those with specific need,	Class teachers	Ongoing	Phase Leaders SLT	Classrooms meet the needs of all pupils All pupils able to access the curriculum
Work with secondary colleagues to ensure smooth transition for all pupils, specifically those with particular needs and support	HT / AHT Y6 teaching team SENDCo	Summer Term Autumn Term	HT / AHT	Smooth transition in place for vulnerable learners in access to secondary provision
Provide staff with relevant training in order to ensure the curriculum is accessible for all those with specific diagnosis and disability	AHT	ongoing	AHT / HT	Training increases confidence and competence of staff, to ensure high quality provision for all.

Ensure any papers / curriculum work / test arrangements are appropriately adapted to meet the needs of pupils with specific disability / need	Y6 Team	Termly Assessments Curriculum Offer	SENCo	All children access the curriculum successfully
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<b>Strand 2:</b> Physical environment				
<b>Action</b>	<b>Team(s) / Individual Responsible</b>	<b>Timescale/ Cost</b>	<b>Monitoring</b>	<b>Outcomes</b>
All new build work and alterations to existing buildings will consider the needs of those with a disability and/or sensory impairment.	HT / OM	Ongoing	HT / OM / Trust estates Lead	School is compliant with all Health, safety and equality and disability regulations
Review of visitor wheelchair access to meet the needs of school visits and site access	HT	Autumn 2024	HT	Visting professional and family members have wheelchair access throughout school. Ramp in school which is used to facilitate movement specific doors as a quicker route into the building

<b>Strand 3:</b> Access to written information/improving the delivery of information				
<b>Action</b>	<b>Team(s) Responsible</b>	<b>Timescale</b>	<b>Monitoring</b>	<b>Outcomes</b>
Ensure access to medical / specific information regarding disability and needs are clear and in place, accessible for all.	AHT SENDCo	Ongoing	Termly September – annual review	Staff have clear information and access to medical and specific disability information
Review use of media platforms and navigation to ensure that information is easily accessible to stakeholders	SLT	25-26		Website update and review for easy access through tabs Media platforms streamlined to reduce range needed by families to access information

