



**Believe, Achieve, Succeed**

# Accessibility Plan

<b>Responsibility for this policy lies with</b> (Headteacher, Full Governing Body or Finance & Premises Committee)	Full Governing Body
<b>Policy approved date</b>	March 2026
<b>Policy due for review on (4 years)</b>	March 2030



## 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.

Vicar's Green Primary School strives to include all children equally in all aspects of school life. Training is given to staff whenever it is deemed necessary on an individual need basis to make sure that children with specific health issues or disabilities.

The 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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including governors and staff of the school.

## 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.

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

### 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	Objectives	Ongoing Actions	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability &amp; neurodiversity</p>	<p>We endeavor to avoid choosing texts or presenting scenarios which discriminate, condone or portray stereotypes. We challenge stereotypes across the curriculum and encourage children to be open minded and inclusive in their attitudes to disability.</p> <p>All children are given equal opportunity to participate in sporting activities, We offer differentiated levels of activities and support when necessary.</p> <p>We have a “no tolerance” approach to bullying and we challenge any pupil who espouses the view that people with disabilities are inferior or should not be treated equally.</p> <p>Our school values promote equality and equality is taught as part of our PHSE curriculum and is promoted through our values assemblies.</p>	<p>To continue to encourage equality across the school.</p> <p>All chn can access and benefit from the curriculum</p>	<p>HT to ensure that reasonable adjustments are made for pupils who present challenging behaviour</p> <p>All school policies are reviewed and amended as necessary on a regular basis.</p> <p><i>Continue to provide opportunities so pupils are able to self-regulate</i></p>	<p>Senco &amp; Headteacher</p>	<p>Ongoing</p>	<p>All pupils are included fully in all areas of the curriculum.</p> <p>All pupils are making progress</p>

	Regular access to quiet or sensory-regulation spaces; visual timetables across classrooms & reduced sensory overload in corridors or assemblies.					
Improve and maintain access to the physical environment	<p>Accessibility complies with current standards with the provision of a lift, entrances are flat, paths and doorways are wide and there are accessible toilet facilities.</p> <p>The school environment of the original building is adapted to the needs of pupils as required with the provision of ramps so that access to all areas is possible.</p> <p>Staff recruiting staff is carried out according to the London Borough of Ealing guidelines and advertised positions are open to any applicant.</p> <p>Emergency evacuation chair is available</p>	To enable pupils and adults with physical disabilities to access all areas of the school premises.	All these facilities are compliant and in good working order	Headteacher & Business Manager	As and When	All pupils and staff with a any disability have access to all areas of the school.
Improve the delivery of information to pupils with a disability & neurodiversity	<p>Use adaptive teaching strategies, visual timetables, differentiated resources and structured routines to support pupils with neurodiverse needs. Where appropriate, provide access to quiet or sensory-regulation spaces.</p> <p>We adapt our communication on an individual needs' basis. This</p>	To enable all school stakeholders to access school communications regardless of disability.	<p>Identify needs of pupils with communication disability. Assess and plan remedial actions to counter any existing difficulties.</p> <p>Ongoing assessment of current and new pupils</p>	Senco, Headteacher & Teachers	Ongoing	All pupils have access to information produced for teaching and learning and general information produced or delivered by the school.

	<p>might include:</p> <ul style="list-style-type: none"> <li>• Internal signage changes</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Widgets; visual timetables and now &amp; Next cards</li> </ul>		to identify at the earliest possible stage any additional resources required.			
Raise awareness of intersectionality and wider equality groups	The school recognises that barriers to participation may arise from the interaction of disability with other factors such as language, culture or socio-economic circumstances. Accessibility planning will consider these overlapping needs to ensure equitable access to education	Promote inclusive practice recognising intersectionality and diverse needs	Staff consider how overlapping factors (e.g. disability, ethnicity, language, socio-economic background) may impact access to learning. Equality and inclusion are considered in curriculum planning, policies and pastoral support.	SLT	Ongoing	<p>Pupils from diverse backgrounds are able to participate fully in school life.</p> <p>Staff demonstrate awareness of multiple barriers to inclusion and adapt support accordingly.</p>
Ensuring pupils can access learning environments that support emotional wellbeing and mental health	<p>Pastoral systems identify pupils who may need additional emotional or wellbeing support. Staff maintain a supportive environment and work with safeguarding and pastoral teams to provide appropriate interventions or referrals where necessary.</p> <p>Opportunities are provided so pupils have a safe space for free expression and discussion</p>	Promote emotional wellbeing and mental health accessibility	<p>Staff to have regular refresher training related topics</p> <p>DSL continues to liaise with pastoral lead and monitor caseload</p> <p>Reinstate the Listening Box</p> <p>Keep breakfast supply uptodate</p>	DSL & HT Mental Health First Aider	Termly	<p>Pupils feel safe, supported and able to access help when needed.</p> <p>Emotional wellbeing needs are identified early and support is put in place in a timely manner.</p>

## 4. Monitoring arrangements

This document will be reviewed every 4 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 statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

**Signed by.**

**Headteacher:** ..... **Date:** .....

**Chair of Governors:** ..... **Date:** .....

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	N/A	N/A	N/A
Corridor access	Yes	Wide corridors are to be kept clear for accessibility	Headteacher & Site Supervisor	Ongoing
Lifts	1 lift in the new extension	Key to be made available to the class teacher or visitor	Site Supervisor & SBM	As and when
Parking bays	2 disabled bays	Disabled bays are kept clear when required	All Staff & Visitors	Ongoing
Entrances	Numerous both flat and stepped	N/A	N/A	N/A
Ramps	3	More ramps will be made available when appropriate. Current ramps are maintained and monitored for defects.	Headteacher & Site Supervisor	As and when
Toilets	4 accessible toilets	Adequate provision available – to be kept in full working order at all times with weekly checks on the pull cord alarms.	Site Supervisor	On going

Reception area	Accessible	N/A	N/A	N/A
Internal signage	Present in large font	Braille signage to be displayed	Senco, Headteacher, SBM & Site Supervisor.	As and when
Emergency escape routes	Emergency evacuation signage is in every room in bright large print. Emergency exits are kept clear with free available egress.	As and when required an emergency evacuation chair will be purchased (on the admission)	SBM	As and When