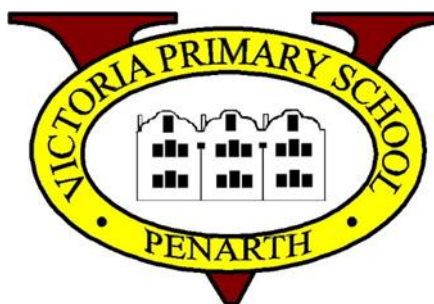


VICTORIA PRIMARY SCHOOL

ACCESSIBILITY PLAN

3 YEAR PERIOD COVERED BY THE PLAN: 2026-2029



Date of approval by the governing body: February 10th 2026

Date of annual review: February 2027

Date of full review: December 2029

Contents

Section	Content	INSERT Page Numbers
	Foreword	
1.	Introduction	
2.	Key Objective of the Accessibility Plan	
3.	Legislation and Guidance	
4.	Roles and Responsibilities	
5.	Engagement	
6.	Information from Pupil Data and School Audit	
7.	Staff Professional Learning	
8.	Publishing and Monitoring Outcomes	
9.	Links with other Policies/Plans	
10.	Strategic Leadership	
Appendix 1	Accessibility Plan Improvement Priorities	

Foreword

At **VICTORIA PRIMARY SCHOOL** we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act.

Our Accessibility Plan has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and complements and supports the Equality Objectives set out in the school's Strategic Equality plan.

The Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a specified timeframe and anticipating the need to make reasonable adjustments to reduce and eliminate identified barriers to accessibility.

The school and governing body, will collect, analyse and publish information about our progress in achieving our improvement priorities as outlined in the Plan. These will be shared and published so that there is transparency and accountability. We will also aim to engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with disabilities in our school and to members of our school community.

SAMANTHA DAVIES
HEADTEACHER

MARK PETHERICK
CHAIR OF GOVERNORS

Section 1: Introduction

Our school vision

*Our vision is to provide a **nurturing** and **inclusive** environment that facilitates a love of learning.*

*By working together, we strive to foster happy, respectful relationships among all members of our community, equipping our children with the **resilience** needed to embrace challenges and safely navigate their futures.*

It is aligned with the principles of the Equality Act (2010) and ensures that diversity is celebrated in our community school.

Our school aims to treat pupils and the whole school community fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind. Our school promotes equal opportunities for people with a disability and, by promoting a positive ethos, aim to eliminate discrimination related to disability.

Schools are required under the Equality Act 2010 to have an Accessibility Plan.

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan.

The Plan is subject to a rigorous monitoring and evaluation framework.

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.

Section 2: Key Objective of the Accessibility Plan

The purpose of the Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, prospective pupils, staff, volunteers and visitors with a disability.

The Accessibility Plan has been developed around three planning duties to identify improvement priorities relating to how our school will:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services;

- Improve communication with disabled pupils along with communicating to them information that is provided in writing for pupils who are not disabled, in appropriate alternative formats and taking account of any preferences expressed by them or their parents.

Section 3: Legislation and Guidance

The Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 which places a statutory duty upon schools to prepare an Accessibility Plan at least every three years.

The Equality Act defines an individual as disabled if they have:

- a) a **physical or mental** impairment, and
- b) the impairment has a **substantial and long-term** adverse effect on their ability to carry out normal day-to-day activities.

Under the Act, 'substantial' is defined as an adverse effect that is greater than having a minor impact and 'long-term' is defined as a year/12 months or more.

Schools have a duty to provide reasonable adjustments which will enable pupils with disabilities to participate fully in their education at school and enjoy the other benefits, facilities and services/activities that school provides alongside non-disabled peers.

Section 4: Roles and Responsibilities

GOVERNING BODIES

To ensure compliance with the Act, the governing body:

- ensures that the school publishes its three year accessibility plan;
 - makes appropriate arrangements to monitor the plan's progress and effectiveness on at least an annual basis and issue a new plan on a rolling three-year basis;
 - publishes information about the plan in the governors' annual report to parents;
 - works in partnership with school leaders to complete the Accessibility Audit Tool for school and pre-school settings to inform the Accessibility Plan;
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- undertakes regular training in disability equality issues and inclusion.

In order to meet its reporting responsibility, the governing body reports on the progress of the Accessibility Plan annually, as part of its Annual Report to Parents/Carers.

SENIOR LEADERSHIP TEAM

Senior Leaders in our school promote accessibility and eliminate discrimination by undertaking a cycle of development, implementation and review of their accessibility plan as follows:

- Auditing/Reviewing the outcomes of previous plans and completing an Accessibility Audit Tool to identify barriers to accessibility.
- Consulting with a range of stakeholders.
- Ensuring that the plan clearly identifies the school's short, medium and long-term desired outcomes and improvement priorities with clear implementation arrangements and timescales.
- Set specific and measurable targets/goals with clear timescales for evaluation.
- Implementing the accessibility plan and allocating adequate resources to support its implementation.
- Ensuring that a framework is in place, with an annual review of the plan in consultation with stakeholders to evaluate its success.
- Ensuring that all staff are aware of the Accessibility Plan, receive regular training in disability equality issues and inclusion and promote equality of access and opportunity for disabled learners.

Section 5: Engagement

The VICTORIA PRIMARY SCHOOL Accessibility Plan has been developed through consultation with relevant stakeholders that contribute to the whole school community.

An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:

- An analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents/carers, staff, governors and the wider community. Some consideration was given to the analysing information according to protected characteristics to inform strategic planning;

- Learner voice activities and school council feedback;
- An analysis of school complaints;
- Feedback provided from parental consultation events and workshops;
- Feedback from annual review processes; and
- Outcomes from community cohesion events and activities.

When consulting, important consideration has been given to the most effective and reliable means of gathering information. Interpretation facilities have been put in place for those for whom English is an additional language or are newly arrived in this country. Modified materials and accessible formats have also been used to ensure accessibility for those with disabilities or ALN.

Section 6: Information from Pupil Data and School Audit

To inform the preparation of our Accessibility Plan, we have undertaken a review of the progress made in relation to the improvement priorities and actions identified in our previous accessibility plan. In addition, we have used Pupil Voice and in-school audits to identify remaining barriers to accessibility and to inform specific and measurable actions we can take to address them.

The school's self-evaluation and school improvement planning processes have also informed the Plan and include analysis of pupil data where relevant

Section 7: Staff Professional Learning

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Specific training needs in this area are identified and addressed during the performance management process. This is routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in the school.

Section 8: Publishing and Monitoring Outcomes

The school provides a report detailing the Accessibility Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors' Annual Report to Parents/Carers. The Plan and its evaluation is shared with parents/carers on the school website.

The Accessibility Plan is monitored by the governing body. The local authority may request a copy of the Plan at any time.

Please see Appendix 1 for the improvement priorities and associated actions that our school has identified in our Accessibility Plan.

Section 9: Links with other Policies/Plans

The Accessibility plan is linked to the following documents and policies:

- Strategic Equality Plan
- ALN Policy
- Supporting pupils with Healthcare needs Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Anti-bullying Policy.

Section 10: Strategic Leadership

The lead for the Accessibility Plan in VICTORIA PRIMARY SCHOOL is SAMANTHA DAVIES. Further information can also be provided by the Headteacher if required.



Appendix 1

VICTORIA PRIMARY SCHOOL ACCESSIBILITY PLAN FOR 2026-2029

Date of Issue: Spring 2026
First review of the Accessibility Plan: Spring 2027
Final Review of the Accessibility Plan: Spring 2029

1. Improving access to and participation within the curriculum

To increase the extent to which pupils with disabilities can participate in the school curriculum.

Our aim at Victoria 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.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
ALN and Medical register and information on children with additional needs to be regularly updated.	ALNCo	Ensure ALN register reflects current pupils being supported. Add notes to ALN register on Arbor with relevant developments. Ensure Medical register and Health Care plans are up-to-date on Arbor. Make ALN and medical needs pinned at the top of a child's profile on Arbor. Liaise with parents and external agencies (eg.paediatricians) to ensure we receive up-to-date reports.	ALN register and paperwork for individuals. Care plans	To be continually updated but checked termly.	ALN and Medical needs will be up-to-date. Teachers, LSAs and other adults working with children will be aware of the needs of children in their class.
Effective communication and engagement of parents.	Assistant Head for Inclusion/ ALNCo	ALNCo to attend introductory meetings in the autumn term with parents and carers. Regular review meetings with parents of children with IDPs and Health care plans.	-Up-to-date IDPs and care plans -Rooms for meetings	On going.	Increased engagement of parents.

Effective communications with nurseries and schools to provide a quality transition.	PS1 Phase Leader ALNCo	Identify pupils who may need additional to or different provision for the September and mid-year intake. ALNCo to liaise with ALNCo at secondary school. PS1 leads to liaise with parents/ private nurseries.	-SLT/ALNCo time	On going	Transition for children from/to Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	ALNCo HT DHT	Audit Staff strengths/gaps in knowledge through questionnaire and lesson observations. Internal and external training from outside agencies- Education Service, Speech and language, EP and OT etc. . LSA training on adapting lessons and using scaffolding for pupils with additional needs. INSET addressing inclusive practice and ALN procedures. ALNCo to do 1:1 sessions with teachers who need bespoke guidance for pupils.	-INSET -LSA training -ALNCo/Teachers time -External agency training	On going All staff to feel confident within a year and CPD timetable to be revised termly as the cohort and training needs changes.	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.

2. Improving access to the physical environment/school site

To improve the physical environment of the school/learning environments to increase the extent to which pupils with disabilities can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohorts.	ALNCo HT DHT	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre-visits and planning required for residential stays if ALN children are coming. Individual meetings with parents/carers to ensure that risk assessments are accurate.	-Risk Assessments -Time for pre visit if required	On going	All ALN children are able to access all trips during their time at Victoria.
Ensure all children feel safe and involved at playtimes.	All staff	Duty staff to encourage children to join in games. Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher or inclusion team. School council to carry out pupil surveys on feeling safe in school	-Training for LSAs --Buddy system for new children	On going	Children feel safe in school – evidence in survey results from pupils.

Maintain safe access round the interior and exterior of the school.	Deputy Head Caretaker H&S team	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website/school staff. Communication with staff through weekly bulletin	-Governors H&S meetings - Governors H&S site visit	On going	There is safe access throughout the school No accidents or near misses
Ensure access for all ALN children at After school clubs and extended day and reasonable adjustments are made to enable participation.	ALNCo Deputy head School club lead	Audit ALN children use of clubs and extended services Risk assessments put in place if needed. Parents can attend extra-curricular clubs with their child if a 1:1 is needed.	-Registers of clubs and extended day - Risk assessments	On going	Children with additional needs are accessing clubs of their choices with the correct planning and support.
Ensure that Desks and chairs in designated classrooms are not a barrier to learning for pupils with a physical difficulty/ALN need.	All staff	Desks and chairs in designated classrooms are specifically organised for pupils with a physical difficulty/ALN need.	Furniture / ALN resources as required	On going	Children to access learning in their specific environment

3.Improve the access and delivery of information

To improve the delivery of information for pupils and parents/carers

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents.	Leadership Team Office staff	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time Leadership time	On going	All parents aware of what is happening at school via the website.

Ensure written materials are available in alternative formats.	Leadership Team Office staff	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms.	Google translate Office time Leadership time	On going	Parents/carers are able to access all information and complete forms independently or with assistance.
Improve use of visuals to increase understanding of written information.	ALNCo	Use resources such as Widgit to improve picture communication support. Use applications such as Widgit to make classroom resources (eg.word mats, visual timetables, social stories). ALNCo to train all relevant staff members in how to use applications. ALNCo to ensure there is a bank of ready-made resources for teachers and LSAs to access.	Training Time for meetings	On going	Children will understand any written instruction or text as it will be accompanied with the appropriate visuals.
Have interpretation and translation technology or services available for parents who cannot access spoken communication (eg.BSL) and/or English.	Leadership Team	Use online translation tools in meetings eg.Google translate. Allow parents enough time to organise their own translators for meetings. Book translators for crucial meetings Vale of Glamorgan Council.	Translation apps Translators time.	On going	Parents and children will be able to access meetings and have what's needed to express their views accurately and understand others clearly.

