

Vigo Primary School



Accessibility Policy

This policy has been adopted by the Governing Body in March 2025 and will be reviewed in March 2028

Signed: *Marty Johnson (CoG)*

Introduction:

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Governing Body.

Definitions of SEND:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges. (SEND code of Practice January 2015)

The school's Aims:

Our aim is to achieve maximum inclusion of all pupils, including those with SEN, and meet all pupils' individual needs by removing barriers to participation and learning to enable them to benefit from learning opportunities within the National Curriculum. Part of our ongoing plans for development is to promote High Quality Inclusive Teaching across all subject areas and gain a greater understanding of students' individual needs. Where necessary, appropriate interventions will be implemented to enable students to progress and reach their potential.

Aims and Objectives of the SEN Policy:

- To reach high levels of achievement / significant rates of progress for all
- To be an inclusive school

- To meet individual needs through a wide range of provision and targeted interventions.
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

The Equality Act 2010:

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post16 institutions, local authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core

aims of the general duty. Objectives must be specific and measureable.’
(SEND code of Practice 2015)

- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2015)

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan:

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

The plan below sets out our current position and the proposals of the Governing Body of the school to increase access to education for disabled pupils in three key areas:

a) increasing the extent to which disabled pupils can participate in the school curriculum;

b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Current position:

- The majority of the site is accessible for pupils with moderate physical difficulties.
- The outside areas are flat and completely accessible.
- The school has 3 disabled parking spaces in front of the building.
- There are toilets for disabled students in Key Stage 1 and 2.
- A SENCO and pastoral staff support a range of vulnerable pupils and their families.
- Students who have EAL are well supported.

Gathering Information:

Disabled pupils and staff are identified through data collection sheets, self-declaration and admission forms. GDPR legislation will be observed in sharing this information.

Disabled parents, governors and other school users are identified through self declaration. GDPR legislation will be observed in sharing this information.

When necessary, we will ensure we make every reasonable adjustment to meet the needs of disabled staff.

Accessibility Plan 2025-28 **Vigo Primary School**

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure teachers and classroom support staff have specific training on disability issues	Be aware of needs of children Be aware of staff training needs Staff access to appropriate CPD and support	On-going as required	SENCO and Inclusion Leader	Raised confidence and knowledge of staff Children with disabilities to be fully integrated into school life
All educational visits to be accessible to all	Develop guidance to staff on making trips accessible Risk assessments to be carried out prior to the trip being booked to ensure it is suitable for all pupils.	On-going as required	SENCO	All pupils in school to be able to access all educational visits and take part in a range of activities.
Review PE curriculum and extra-curricular activities to ensure they are accessible to all	Gather information on accessible PE and disability sports Invite disabled athletes into school	On-going as required	SENCO and PE leader	All to have access to PE and extra-curricular clubs allowing all children to enjoy and achieve
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds. Suggest actions and implement as budget allows. Move class groups around dependant on accessibility needs of the students	On-going as required	HT and SENCO	Modifications will be made to the school building to improve access.
Ensure all disabled people can be safely evacuated from the building in the case of an emergency	Ensure Personal Emergency Evacuation Plans (PEEPS) are in place for all pupils with difficulties Ensure all staff are aware of their	Each September and reviewed and written as	SENCO and class teachers	All disabled pupils are safe in the event of a fire or an emergency

	responsibilities	required		
Languages other than English to be more visible in school	<p>Website to be toggled to a chosen language.</p> <p>EMTAS and EAL Lead to facilitate coffee afternoons with EAL families to facilitate discussion and ongoing support</p> <p>All languages spoken at Vigo to be celebrated and shared with the school community</p> <p>SENCO and EAL Lead to liaise with EMTAS to support school led meetings involving families where language is a barrier to their understanding of information being communicated</p> <p>Home School Liaison Manager to develop a recipe book on the website to share and celebrate world cooking to the wider community</p>	On-going as required	HT, EAL leader, SENCo and Home School Liaison Manager	<p>Confidence of parents to access their children's education</p> <p>Confidence of families to access the school website</p> <p>For EAL families to feel part of the Vigo school and wider community</p>
Ensure compliance with Disability Discrimination Act (DDA)1995 and SEN Code of Practice.	Staff and governors refreshed about the requirements and obligations of DDA, and of the Accessibility Plan through staff meetings and CPD	On-going as required	HT	Staff and governors will know their responsibilities with regards to the DDA and SEN Code of Practice
To continue to ensure staff meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	On-going as required	SENCO and Inclusion Leader	Staff are able to enable all children to access the curriculum.