

Vernon Primary School



Accessibility Plan

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Vernon Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. A 'local offer' policy for Vernon Primary School is also published on the school website outlining our practice across school in relation to Special Educational Needs and/or Disability for new members of our school community.

This Accessibility Plan is posted on the school website and paper copies are available on request. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Statement
- Teaching and Learning Policy
- Equality Information and Objectives
- Inclusion Policy
- Health & Safety Policy
- Educational Visits Policy
- SEND Policy
- SEND Information Report (Local Offer)
- Risk Assessment Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy and Principles Statement
- Anti-Bullying Policy

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Policy Date – November 2025

Review Date – November 2028

Ratified by Governors – November 2025

Accessibility Action Plan 2025–2028

Physical Access Key Improvement Priority



Actions	Current Good Practice	Success Criteria
Carry out and review annual risk assessments for individual pupils with disabilities, including fire evacuation plans where required.	• Routes for emergency evacuation are planned and outlined on a Personal Evacuation Plan (PEP) for disabled pupils (where appropriate). • Internal emergency signage and escape routes are clearly marked. • Accessibility considerations are consistently included in all new building projects, refurbishments, and maintenance plans. • Individual Risk Assessments are reviewed termly.	Pupils with disabilities will continue to be safe in the school environment.
Continue to make adaptations to the physical environment of the school where required for pupils and families, including ensuring that parking facilities are available for drivers with a disability.	• There is disabled/accessible car parking for three cars at the front of the school near the front entrance and one space in the rear main car park. • Use of accessible parking spaces are monitored and inappropriate use stopped. • The school building is all on ground level and accessible by wheelchair with wide corridor width. • Automatic doors at the main school Reception area. • There are accessible toilet facilities for disabled use available. • Changing facilities available. • Tables and work tops at a height accessible to wheelchair users. • The Main Reception has a hearing loop. • There is a sound field system in the hall and a portable sound field system for the classrooms. • An extension to the school in 2009 was designed by architects to enable disabled access – ramps to main playground. • Step edgings have been marked in yellow. • Main corridors throughout the school are carpeted and non -slip material is used on the toilet floor areas.	All pupils with physical disabilities will be able to access all areas of the school building. Families with members with a disability will be able to easily access key areas of school when needed. No incidents or complaints arising from inaccessibility or lack of reasonable adjustment.
Ensure continued collaboration with the Sensory Inclusion Service (SIS) to complete Environmental Audits and implement recommendations to support pupils with sensory impairments.	• Classroom spaces are organised to enable pupils with disabilities to easily access areas of the classroom environment. We review classroom layouts, furniture, and signage to accommodate pupils with mobility or sensory needs. • The Sensory Inclusion Service carries out assessments of orientation, mobility and independent living skills where required (e.g., for new pupils), and provide recommended advice and training. • We ensure relevant staff (e.g., SENCO, site manager, class teachers) are involved in the audit process and understand its purpose.	Environmental Audits are completed promptly when advised by the Sensory Inclusion Service. Recommendations from audits are actioned within agreed timescales. Staff demonstrate awareness of sensory needs and use strategies recommended by the SIS. Pupils with sensory impairments report improved access, comfort, and participation in school activities. The school environment continues to meet the accessibility needs of all pupils with sensory impairments.

Accessibility Action Plan 2025–2028
Curriculum Access Key Improvement Priority



Actions	Current Good Practice	Success Criteria
To ensure all pupils with disabilities have equal access to a broad, balanced, and inclusive curriculum, enabling them to achieve their full potential.	• Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. Promotion of positive images of disabled people in books, teaching materials and the wider curriculum. • Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. Regular meetings are held to review progress and adapt support plans. • The curriculum is reviewed to make sure it meets the needs of all pupils. • Teaching assistants are effectively deployed to support learning, not dependency. • We adapt assessment methods and materials to be accessible. Assessments are modified (e.g., enlarged print, extra time, use of laptops) where appropriate. • We embed inclusive values across the curriculum and school culture. Disability awareness is promoted through PSHE, assemblies, and events.	All pupils will access the curriculum and reach their academic potential in line with their individual targets. All pupils have a positive awareness of physical diversity and show respect for each other. Pupils with disabilities show measurable progress in learning, participation, and well-being. Parents and carers express satisfaction with the support and external involvement in their child's provision. Pupils demonstrate understanding through varied formats. Positive attitudes and peer support evident in pupil behaviour.
Ensure appropriate use of assistive technology and learning resources.	• Recommendations are followed from external agency recommendations and incorporated into pupils' individual support plans. • Pupils are assigned individual devices where necessary to meet need.	Pupils have access to suitable software, equipment, or adapted materials. Pupils report that resources help them access lessons more effectively. Teachers integrate assistive tools into lessons consistently.
Provide staff with regular training opportunities about curriculum adaptations for supporting pupils with disabilities (e.g., autism, visual or hearing impairments, physical disabilities).	• Staff training is provided based on external professionals' advice and recommendations to improve in-school provision. • We continually audit staff training needs.	Pupils with a disability will be fully supported by staff during their time in school and able to access the curriculum. All staff complete relevant CPD and apply strategies in lessons. Staff demonstrate improved confidence and understanding in supporting pupils with specific disabilities. Reduction in reported barriers to learning.
Continue to liaise with outside agencies and professionals to receive advice about the additional provision required for pupils with disabilities.	• Specialist equipment in regular use - adaptations recommended by Occupational Therapy, Physiotherapy, Educational Psychologists, Speech and Language Therapists, CEAT. • The Sensory Inclusion Service loan specialist equipment to be used in school if required.	Following advice, pupils with disabilities will continue to access a fully inclusive learning environment, receiving provision that is individual to their needs.

	- Curriculum specialist equipment is purchased if it significantly enhances the pupil's integration with their environment. - Prompt referrals to external specialists when new needs are identified. - Engagement of parents and carers in discussions alongside external professionals to ensure a consistent approach between home and school.	Advice from external professionals is implemented effectively and reflected in pupils' support plans. Annual review reports demonstrate that the school's accessibility provision meets identified needs and aligns with professional guidance.
Continue to provide inclusive experiences for pupils with disabilities during educational and overnight residential visits.	The Educational Visits Policy ensures equality for disabled pupils and the school uses coach companies which can provide accessible transport arrangements for all pupils. Planning and Risk Assessment - Conduct thorough pre-visit planning is conducted that identifies potential barriers for pupils with disabilities. - Inclusion of accessibility considerations in all risk assessments and planning documents. - Liaison with venue staff to ensure facilities (e.g. accommodation, transport, toilets, dining) are fully accessible. Individual Support Planning - Continued development of individual risk assessments for pupils with disabilities before each visit. - Continued involvement of pupils and parents/carers in planning to identify needs and appropriate adjustments. - Assigned trained staff to provide 1:1 or small group support if required.	Pupils with disabilities will be able to access educational visits and where possible overnight residential visits. Feedback is gathered from pupils, parents, and staff following visits to identify successes and areas for improvement. Review of the inclusivity of all trips annually as part of the school's accessibility audit.

Accessibility Action Plan 2025–2028

Communication Access Key Improvement Priority



Actions	Current Good Practice	Strategies	Success Criteria
To continue to ensure that all members of the school community, including pupils, parents, staff, and visitors with disabilities, have equal access to written information by providing materials in alternative formats when required.	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources different or a different font (available on request) • Pictorial or symbolic representations All newsletters are uploaded to the school website so that font size can be adjusted. All communications are sent electronically to parents/carers via Spider. Continual review of all school publications to ensure the availability in different formats for those that require it.		All members of the school community are aware that written materials can be provided in alternative formats upon request. Requests for alternative formats are fulfilled promptly and effectively. Feedback from pupils, parents, and staff indicates that information is accessible to all. Publicity of the availability of alternative formats on all correspondence and the school website.
To continue to ensure that all written information provided by the school (including classroom materials, homework resources, and communications) is accessible to pupils with visual impairments by meeting their individual needs and supporting full participation in learning.	Identify individual needs: School works with pupils, parents/carers, and specialist teachers for the visually impaired to determine the preferred format for written materials (e.g. large print, Braille, audio, or digital versions with screen-reader compatibility). Adapt and provide materials: We ensure all teaching and learning materials are available in accessible formats at the same time as materials for other pupils. We use high-contrast colour schemes, large fonts, and clear layouts for printed materials. We provide digital copies that are compatible with accessibility software. Staff training: We train all teaching and support staff on how to create and adapt accessible documents following guidance from the Sensory Inclusion Service. Specialist Teachers for Visual Impairment Provide ongoing advice and information about the sensory loss to those involved with the child. They provide guidance on using assistive technologies such as screen readers and magnification tools as well as advice and support about the production of accessible resources according to assessment of individual need.		All written information is available in accessible formats appropriate to pupils' individual needs. Pupils with visual impairments report improved access to learning resources and feel confident engaging with written materials. Staff demonstrate understanding and competence in producing and adapting accessible documents. Feedback and monitoring show no significant barriers to accessing written information for visually impaired pupils. Continued to liaison with outside agencies (Sensory inclusion Team) to ensure the most appropriate resources are available for pupil use.