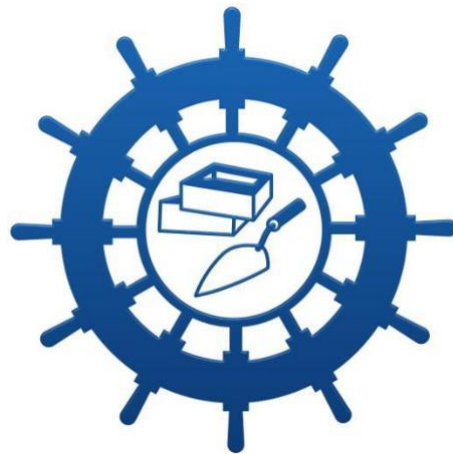


VICTORIA DOCK PRIMARY SCHOOL

ACCESSIBILITY POLICY



Working together for your children

Date Written: January 2024

To be reviewed: January 2027

1 Accessibility Policy and Plan

1.1 Under the Equality Act, disability is a protected characteristic. A person has a disability 'if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities'.

"Substantial" means more than trivial

"Adverse" means unfavourable or injurious

"Long term" means if it lasts or is likely to last 12 months or more.

1.2 Disability in its broadest sense covers:

- physical impairments
- learning difficulties
- sensory impairments
- mental impairments

2 Introduction

2.1 This policy and plan is drawn up in accordance with the planning duty in the Equality Act 2010 and has placed the following three key duties on schools:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students

3 Key Objectives

3.1 To reduce and eliminate barriers for disabled students to access the curriculum and to ensure full participation in the School community for students and prospective students with a disability.

3.2 To ensure that the needs of disabled staff and parents/carers of students are accommodated in the school environment as far as is reasonably practical.

3.3 The Equality Act 2010 specifies that an Accessibility Plan should explain how over time, the school will:

- increase access to the curriculum for disabled pupils
- improve the physical environment of schools to increase access for disabled pupils

- make written information more accessible to disabled pupils by providing information in a range of different ways

4 Reasonable Adjustments

- 4.1 Taking reasonable steps to avoid substantial disadvantage is often known as the 'reasonable adjustments' duty. All schools must adhere to this duty.
- 4.2 When deciding if a reasonable adjustment is necessary, the school will consider potential impact on disabled pupils in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress.
- 4.3 It means where a disabled person is at a substantial disadvantage in comparison with people who are not disabled they should take reasonable steps to remove the disadvantage by:
- Changing provisions, criteria or practices
 - Altering, removing or providing a reasonable alternative means of avoiding physical features
 - Providing auxiliary aids
- 4.4 Schools do not have to consider physical features as part of their reasonable adjustments' duty. Instead, they have an additional duty to plan better access for disabled pupils generally through their accessibility plan. The law on reasonable adjustments is anticipatory; it requires schools to consider the needs of potential disabled pupils as well as those currently attending the school.

5 The Accessibility Plan

- 5.1 The School's accessibility plan is shown in Appendix A and underpinned by the following principles:
- In performing their duties, the Board of Directors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice for Schools (2002)
 - The School recognises and values parents and carers knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects both theirs and their child's right to confidentiality
 - The School provides all students with a broad, balanced curriculum, differentiated and adjusted to meet the needs of individual students, promoting the development of a more inclusive curriculum
 - Responding to students' diverse learning and physical needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of students

- Accommodating the needs of disabled staff and parents/carers as far as is reasonably practical

6 Activity

- 6.1 This section outlines the main activities and facilities which the school already has in place in order to improve accessibility for students with a disability.

7 Access to the curriculum for disabled learners

- 7.1 The school offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated in order to maximise pupil access and to encourage wider participation. The school curriculum includes teaching and learning, trips and visits, after school activities and extended school activities.

- 7.2 The school uses their best endeavours to provide high quality teaching that is differentiated and personalised and which should meet the individual needs of the majority of children and young people. As set out in the SEN Code of Practice (1.24).

- 7.3 The school also has access to a wide range of services with relevant specialist advisers and appropriate health professionals such as:

- Integrated Physical and Sensory Service (IPaSS) – Supporting Learners with Physical Disabilities, Hearing Impairments or Vision Impairments
- Hull City Psychological Service – Educational Psychologist Service supporting schools through Psychological Consultation Meetings and a wider traded service
- Northcott Outreach Service – Supporting learners with autism aged 4 – 16
- NHS Speech and Language Therapy
- Hull Neurodiversity Service
- Hull Sensory Processing Service
- NHS occupational Therapy
- NHS Physiotherapy

- 7.4 In addition, the school commission further support from:

- An Educational Psychologist
- School Nurse
- ELSA
- Other services as required

7.5 Further information about support services available in the city can be found on the Hull Local Offer here: [Home | Hull Local Offer \(mylocaloffer.org\)](https://mylocaloffer.org)

8 Environment Accessibility

- 8.1 The School has in place full disabled access to all its facilities including all external parts of its site.
- 8.2 The School has ensured there are sufficient washroom facilities designed specifically for disabled users together with a dedicated hygiene suite. The school has one lift.
- 8.3 The school takes into account the needs of its students, staff and visitors with physical difficulties and other impairments and seeks appropriate support where required.
- 8.4 For student specific environmental adaptations, an assessment of need will be carried out by IPaSS. A report will be provided outlining the adaptations recommended to aid accessibility. This may include information on obstructions, acoustic considerations or lighting matters dependent on the student's needs. This will support the school to identify any additional adaptations that the school should consider.
- 8.5 Additionally, for students who have physical disabilities and who may require support for moving and handling. The school are able to make a referral to the IPaSS physical disability team who are able to assess the individual's needs, producing a report and making appropriate recommendations. Where pupil specific moving and handling needs are identified, safe hoisting and safe use of equipment instruction is provided. For some students an Individual Health Care Plan may be in place.
- 8.6 Furthermore, where students and staff have a physical disability, they will have a Personal Emergency Evacuation Plan (PEEP) which ensures clarity of information on how they will be supported to exit the building safely in the event of the building requiring evacuation.

9 Information Accessibility

- 9.1 The School has in place conformance to web content accessibility which ensures the web content for the School is more accessible to users with disabilities as well as being of benefit to all users.

10 Policy Review

This policy and plan will cover the period 2024-2027 and will be reviewed on an annual basis unless a significant change requires agreement outside this timescale.

Key references

The Equality Act <https://www.legislation.gov.uk/ukpga/2010/15/contents>

SEND Code of Practice [SEND code of practice: 0 to 25 years - GOV.UK\(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/616722/SEND_code_of_practice_0_to_25_years_-_GOV.UK.pdf)

Development Area	Action Steps	Time Frame	Monitoring and Review
Aim 1: Increase access to the curriculum at VDPS for disabled learners	Further develop processes for gathering information regarding new students' additional needs to ensure an appropriate and accessible curriculum for all. Liaise with IPASS, NIC Pathway etc as appropriate.	Summer 2024	
	Develop the curriculum offer for TEACCH to support those students working significantly below age related expectations on entry to the School.	Autumn 24	
	Develop the use of one-page profiles to ensure all staff are made aware of students' additional needs to support them to effectively differentiate their lessons.	Ongoing	
	Whole School CPD provides information to all staff on teaching and learning strategies which will support those students with high incident SEN	Ongoing	

Aim 2: Improve the physical environment of VDPS to increase access for disabled pupils	Further develop processes for gathering information regarding new students' additional needs and accessibility issues.		
	Regular visual inspection of: steps, stairways, kerbs, exterior surfaces, parking areas, entrances and exits, internal doors, gates, toilets and washing facilities, lighting, signs, floor coverings		
Aim 3 – Improve the delivery of information to disabled learners which is readily accessible to learners who are not disabled.	Staff use assessment data to ensure that resources within their lessons are differentiated		
	Students are routinely assessed at the start of year 6 to identify those who may qualify for and benefit from exam access arrangements.		