



Vernon Park Primary School

Accessibility Plan



At Vernon Park Primary School, we aim to provide all children, parents, carers and the wider school community with a safe, caring and inclusive environment where high quality learning experiences enable all children to be the best that they can be. We will work with all outside agencies who can advise staff and support children within school.

Our school values of Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience resonate through all areas of our school.

Statement of Intent

This plan outlines the proposals of the governing body of Vernon Park Primary School to increase access to education for children with disabilities in the three areas required by the planning duties in the Equality Act 2010 (EqA). We aim for all our children to have:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Additionally, the governing body recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

In order to meet the requirements of Equality Act we:

- welcome all children and young people and their families;
- adopt values that celebrate difference and promote an inclusive ethos;
- adopt a pro-active approach to identifying barriers and finding practical solutions;
- build relationships with disabled children and with their families to inform and enable the participation of disabled children in all the opportunities at the school;
- ensure a voice for children themselves;
- are ambitious for disabled children;
- provide staff with the training and skills they need to include disabled children and access to more specialist support to supplement and complement what the school can provide on its own;
- keep all their arrangements under regular review as different considerations change over time.

Promoting the Nine Protected Characteristics

The Equality Act covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Marriage or civil partnership
- Sex
- Sexual orientation
- Pregnancy and maternity



The 9 Protected Characteristics are actively promoted in Vernon Park Primary School through:

- Our school ethos statements, SDP, SEF and School Values
- Our school Behaviour and Relationships policy
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- Assemblies
- British Values
- Discussion within curriculum subjects, taking a cross-curricular approach
- Promoting articulation by building appropriate language and a coherent vocabulary
- RSHE sessions
- Religious Education (RE) lessons, RSE lessons and Protected Characteristic talks
- Sporting, Art and Cultural Events
- Pupil Voice
- Educational visits
- Lived experiences outside the classroom
- Guest speakers
- Developing links with local, national and international communities
- Extra-curricular activities, after-school clubs, charity work and work within the local community

Special Educational Needs/Disability

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.

Definition of SEND-

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or a disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age or
- have a disability which prevents or hinders them making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges’ (SEND code of Practice 2014)

Strategic Action Plan: This strategic action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Completion date
Ensure the accessibility action plan is reviewed every three years by governors	<ul style="list-style-type: none"> • Health and Safety audits/walks annually • Shared with all staff 	To reasonably and specifically adapt the environment to meet the needs of all children	Add review of accessibility action plan to governor's agenda as an annual standing item to full governors' meetings	SLT	Ongoing
To ensure that any future building projects adhere to disability legislation	<ul style="list-style-type: none"> • School building developed with disability access 	Ensure the planning and implementation of any new building projects/adaptations are in accordance with the EqA and meet or exceed the DDA access requirements	Liaise with Stockport LA services	SLT	Ongoing
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • Ramps • Adequate corridor widths • Disabled parking bays • Easy access toilets and changing facilities (x2) (including a bed with a hoist) • Signage around school 	<p>Ensure the school and grounds are accessible for all</p> <p>Improve the accessibility of the Environmental Area</p>	Review Environmental Area access	SLT, Forest School Lead and Site Manager	Ongoing
Make information accessible to children (and parents) with disabilities	<ul style="list-style-type: none"> • Varied communication methods (verbal, website, email, Class Dojo, telephone, text message, paper copies, interpreters (Ethnic Diversity Service) • Poverty Proofing 	All families receive the required information via appropriate means of communication	Collect parent voice (<i>We asked... You said... We did...</i>)	SLT	Summer 2024

<p>Increase access to the curriculum for children with a disability</p>	<ul style="list-style-type: none"> • Early identification of SEND/disability • Four areas of SEND provision mapping demonstrating a graduated response/Subject specific provision mapping demonstrating a graduated response (Entitlement Framework) • Adaptive teaching including reasonable, individual adjustments • Robust, termly Pupil Progress meetings which include the Inclusion Manager • Bespoke support plans co-produced with families, school staff and any outside agencies • Detailed One Page Profiles • Curriculum tracking • Flexible groupings (where appropriate) • Nurture room / Sensory area • A range of adaptive resources 	<p>Embed adaptive teaching</p> <p>Training offered to all staff</p> <p>Audit and order resources</p> <p>Contact the Inclusion Lead/Team, Complex Lead and/or Assistive Technology team for additional support/resources</p> <p>Seek advice/support from Stockport's Local Offer agencies including buy-back SALT and the Ethnic Diversity Service</p>	<p>Provision identified as early as possible in pupil's school career.</p> <p>Make Adaptive Teaching be a standing item on all briefing agendas.</p>	<p>K Mickle</p>	<p>January 2024</p>
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by Vernon Park Primary School's Governing body by September 2026

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Behaviour and Relationship Policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting Children with Medical Needs policy

