Accessibility plan

Vauxhall Primary School

2026 - 2029

Approved by:	[Name]	**Date:**	[Date]
Last reviewed on:	[Date]		
Next review due by:	[Date]		

Contents

1. Aims 3
2. Legislation and guidance 3
3. Action plan 4
4. Monitoring arrangements 7
5. Links with other policies 7

1. 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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication. This is in line with the UNICEF Rights Respecting Agenda, particularly Article 2 (Non-discrimination), Article 23 (Children with Disabilities), Article 28 (Right to Education), Article 29 (Goals of Education) and Article 12 (Respect for the Views of the Child).

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Lambeth Council as part of its **Lambeth 2030** strategy, includes measures to make neighbourhoods, public spaces, and services more accessible. The **SEND and Alternative Provision Strategy** is integrated into this.

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.

2. 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

Increase access to the curriculum for pupils with a disability	• We identify pupils who may face barriers to accessing the curriculum through baseline assessments, ongoing formative assessment, staff observations, liaison with parents/carers and external professionals, and regular SENCO reviews of progress data. We offer a differentiated curriculum for all pupils through: • Visual supports, writing frames and vocabulary mats across all subjects • Pre-teaching of key concepts for identified pupils • Alternative recording methods (voice recording, scribing, digital tools) • Flexible grouping arrangements • Modified texts at appropriate reading levels while maintaining curriculum content **Resources and Reasonable Adjustments:** • Curriculum resources, including books, include examples of people with disabilities	**2026/2027** **Enhance staff confidence in adaptive teaching strategies** **Strengthen pupil and parent voice in support planning**	• Two members of staff to attend Lambeth MELSA sessions and then disseminate learning to colleagues in staff professional learning sessions in school • Create a staff resource bank of adaptive teaching strategies accessible on the shared drive • Utilise Assistant E.P support for coaching of teachers and support staff • Introduce pupil-friendly target-setting templates for all pupils with SEND	SENCO SENCO SENCO SLT SENCO	July 2027 July 2027 July 2027 July 2027 July 2027	100% of teaching staff attend at least 2 CPD sessions on adaptive teaching by July 2027 Staff survey shows 80%+ feel confident adapting lessons for pupils with disabilities Resource bank contains at least 20 practical strategies by Easter 2027 100% of pupils with SEND have pupil-friendly targets by January 2027 80%+ parent attendance at reviews with completed feedback forms

	• We provide assistive technology such as text-to-speech software, coloured overlays and writing slopes • Adapted PE and alternative activities • Modified timetables or break arrangements where needed • Quiet spaces for sensory breaks **Staff Training:** Our staff receive regular CPD on adaptive teaching strategies, specific needs training from our SENCO, and access to specialist advice from educational psychologists and advisory teachers. **Specialist Support:** We work with external professionals including educational psychologists, speech and language therapists, and advisory teachers, integrating their advice into daily teaching **Monitoring and Review:** • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs	**2027 - 2029 Embed a graduated approach to curriculum access across all subjects** **2029 - 2031 Develop specialist expertise in supporting specific needs**	• Create a parent feedback form for termly SEND reviews • Work with subject leaders to develop subject-specific adaptive teaching guidance • Create curriculum maps showing access points for different needs • Identify priority areas based on school cohort (e.g., speech and language, autism, dyslexia)	SENCO SENCO/ Subject Leads SENCO/ Subject Leads SENCO	July 2027 July 2028 Dec 2028 September 2029	All subject leaders have created adaptive teaching guidance for their subject by July 2028 Curriculum maps show clear access points by December 2028 Termly learning walks show consistent use of graduated approach across all subjects

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	• We analyse progress data for pupils with SEND and gather pupil and parent voice **Partnership Working:** We involve parents/carers in setting targets, reviewing progress and sharing effective strategies. Pupil views are central to planning support. **Further details of our approach can be found in our Inclusion Strategy, SEND Policy and SEN Information Report.**					
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Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: ● Internal signage ● Pictorial or symbolic representations	**2026/2027** Visual Communication will be enhanced for all stakeholders 100% of communications meet basic accessibility standards (clear font, good contrast, option for larger text)	Complete an audit of all internal signage and ensure 100% of key areas (entrances, toilets, offices, classrooms) have clear pictorial symbols alongside text Train office staff on creating accessible documents, set up a system for parents to request alternative formats	SLT and premises team School Business Manager School admin team	July 2027 July 2027 September 2027	Photographic audit of all current signage completed and documented All symbols use Widgit Positive feedback from at least 3 staff members and 3 parents/carers (including at least one parent of a child with SEND) that signage is clearer and more accessible All new signage meets minimum size and contrast requirements (e.g., clear font, good colour contrast) 100% of newsletters, letters home, and key website pages use accessible formatting (minimum 12pt font, clear sans-serif font like Arial, good colour contrast, left-aligned text)

		Establish a clear process for providing key school information in the main community languages spoken by families at Vauxhall Primary	Survey families to identify language needs Identify key documents (admissions, behaviour policy, complaints procedure) Arrange translation service or community volunteer support	EAL Lead SLT/ Admin team Admin Team	June 2027 July 2027 September 2027	School website homepage includes a clear statement about requesting alternative formats At least 2 members of office staff trained in creating accessible documents Accessible communications checklist created and used by all staff sending parent communications Zero complaints received about inaccessible communications Survey completed identifying the main languages spoken by families (minimum 80% response rate)

						At least 5 key documents identified and translated into the top 2-3 community languages (e.g., admissions information, behaviour policy summary, complaints procedure, term dates, emergency contact procedures) Information about translation availability communicated to all families (in welcome pack, on website, at parent events) Positive feedback from at least 2 families who have used the service

		2027 - 2029 implement audio information options for key school communications to support families with visual impairments or reading difficulties	Identify priority documents, explore text-to-speech tools or recording options, publicise availability to families	Computing Lead, Admin Team, SLT	January 2028	At least 5 key documents available in audio format (e.g., school prospectus, behaviour policy summary, admissions information, term dates and key information, homework policy) Information about audio availability communicated to all families through multiple channels (newsletter, website, parent evening) At least 2 families have accessed and used audio formats Positive feedback from at least one family who has used audio formats 100% of teaching and admin staff attended training

		Staff will receive training on creating accessible information and making reasonable adjustments for communication	Develop or source training to include: accessible document creation, using visual supports, working with interpreters, alternative formats schedule sessions as part of Professional Development programme,	School Business Manager SLT	April 2028 May - July 2028	Pre- and post-training survey shows measurable increase in staff confidence (e.g., average confidence rating increases from 3/5 to 4/5) Accessible communication toolkit created and shared with all staff (including templates, checklists, guidance documents) At least 5 examples of accessible materials created by different staff members following training Training content added to induction programme for new staff Refresher training scheduled for 2029

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			create accessible communication toolkit for staff	SENCO	September 2028	

Improving the physical environment of the school	• Accessible Toilet facilities • Lift access to first floor • Appropriate lighting throughout the school • Furniture suitable for primary-aged children • Wide corridors allowing wheelchair access	**2026 - 27** complete a comprehensive audit of the physical environment to identify barriers to access for disabled pupils, staff, and visitors **2027 - 2029** The school will include sensory-friendly spaces and reduce sensory barriers throughout the school for pupils with sensory processing needs	Complete full site audit using a structured checklist covering all areas: entrances, corridors, classrooms, toilets, hall, playground, office areas Complete Sensory Audit with O.T./ Autism Advisory Teacher	Premises Manager/ SENCO SENCO	January 2027 December 2027	Audit considers needs of pupils with: mobility difficulties, visual impairment, hearing impairment, sensory processing needs, and other physical disabilities Consultation completed with at least 2 parents of children with disabilities and 2 staff members Action plan created with timescales and responsibilities Audit findings reported to governors Clear areas of strength and need identified and shared with staff and governors Quiet spaces identified and made available during unstructured times Measurable reduction in sensory-related incidents or distress (tracked through behaviour logs or wellbeing check-ins)

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			Create designated sensory/calm spaces with appropriate resources	SENCO	January 2028	

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Senior Leadership Team

It will be approved by the Governing Committee

5. Links with other policies

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

- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy