



Samuel Allsopp
Primary & Nursery School

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Policy for Accessibility



Policy last reviewed and updated by Governors:	September 2026
Date interim amendments made (if any):	
Date for next review:	September 2027

Victoria Site: Victoria Road, Burton upon Trent, Staffordshire. DE14 2LU
Orchard Site: Belvoir Road, Burton upon Trent, Staffordshire. DE13 0RA

A place where
children **CAN**



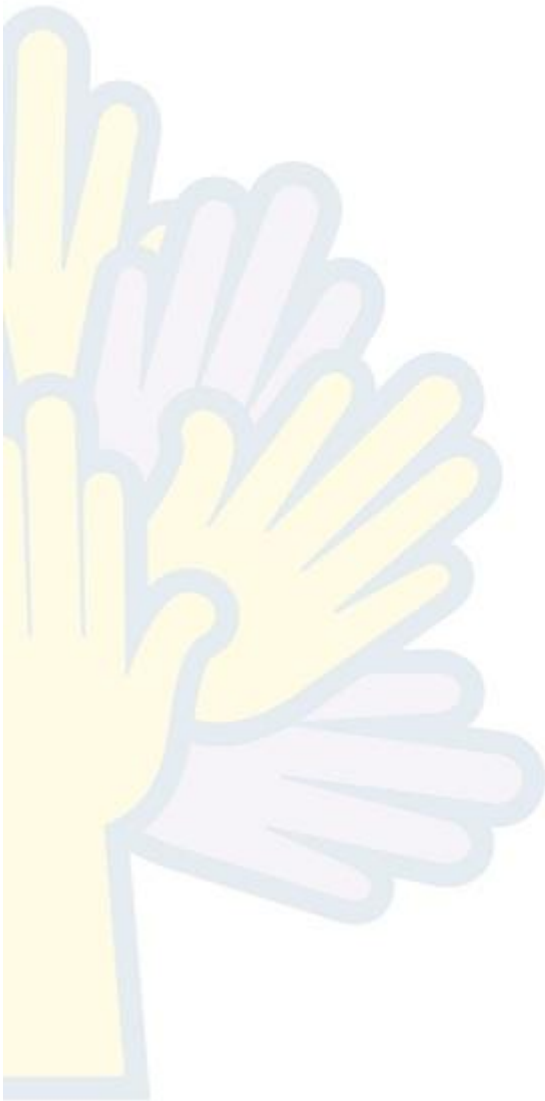
Policy Consultation & Review

This policy is available on our school website and is available on request from the school office.

The Headteacher will update the accessibility information we publish, at least every year.

This document will be reviewed by the Governing Body and Headteacher at least every year.

This document will be approved by the Governing Board annually.



Contents

Introduction	4
About our School	4
Collecting and using Data effectively	5
Creating a list of those with a disability	5
Ensuring Accessibility	5/6
Curriculum Access	6
Communication between home and school	6
Achievements of disabled people	7
Learning and Teaching	7/8
Communication with all schools users	9
Reviewing & Monitoring	9

Appendices

1	
2	
3	
4	
5	
6	
7	

1 Introduction

At Samuel Allsopp Primary and Nursery School, we aim to provide a secure, inclusive and purposeful environment to learn and work in an to be a place where children CAN. All our pupils, staff and visitors should feel valued, nurtured, listened to and encouraged to challenge themselves to be the best that they can be. This is reflected in our school aims and mission statement.

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, "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.

At Samuel Allsopp Primary and Nursery School, we are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school will work in partnership with the Local Education Authority in developing and implementing this plan and has adopted, in principle, the LA Strategy.

This Accessibility Plan should be read in conjunction with the following school policies and other documents. As policies are reviewed and developed, they will be scrutinized for compatibility with this Accessibility Plan and amended where appropriate.

- Equality Policy
- Health, Safety and Well Being Policy.
- Inclusion Statement.
- Special Educational Needs Policy.
- Behaviour Policy.
- School Development Plan.
- Premises Development Priorities.
- School Prospectus.
- Educational Trips and Visits Policy.
- Medical Conditions Policy.

2 About our school

Samuel Allsopp Primary and Nursery School is situated in the centre of Burton Upon Trent. We have one site situated in a Victorian built school, which has many disadvantages and barriers to overcome, due to its age. We also have a second site, which is a fifty-year-old building, named the Orchard site. The majority of the pupils come from the immediate community, which is predominantly Pakistani although there are an increasing number of pupils from Eastern European countries. The area has significant deprivation and has just under a third of the children in receipt of free school meals. Many of the families are in receipt of benefits. The majority of

families are in owned low-cost housing. The school has approximately 400 children. Within our school, we have a specialist Speech and Language Centre, which takes children from all over the county. This can take up to 20 children on a predominantly part time basis. We have no grass in the main school playground at Victoria Road, just synthetic grass and a large playing field at the Orchard site. The school sees a high level of pupil mobility across all year groups.

3. Collecting and Using Data Effectively

The data we collect and collate can inform our school of developing patterns and trends. This information will be used to support the school's self-review process and to inform future planning. A yearly survey will be carried out (see Appendix A) to inform the Accessibility Plan.

4. Creating a list of those with a disability

- A list of pupils and parents/carers who have a disability that fits the description given in the Equalities Act 2010 will be created and used to inform the information in the class based medical folders. This will include all pupils on the Special Educational Needs Register and those pupils with known medical condition.
- Staff have the opportunity to disclose any disability to the Headteacher in confidence. New staff will have this opportunity on an application and following appointment. All recruitment is carried out in line with Staffordshire County Council guidelines. A risk assessment will be carried out by the School Business Manager, where relevant, to identify support required within the workplace. Referral to Occupational Health may also be considered for support and guidance for individual needs.
- A separate needs survey will be carried out with governors and the information used by the School Business Manager as appropriate.
- An audit of attendance and exclusions related to disabled pupils is done termly.

5 Ensuring Accessibility

To achieve a welcoming school for everyone and to be *A Place Where Children Can*, it is important that all users of our school have chance to voice their thoughts. Different groups within the school are consulted about their ideas.

We appreciate the range of views from all users of our school. This has and will help us to focus on removing the barriers that disabled people may feel they have to overcome in order to take part in all that the school offers. This includes:

- Being able to move around all school buildings easily and confidently.
- Being able to have an equal opportunity to access the lessons and activities in school life.
- Feeling that communication between home and school is always improving and that school can think ahead to anticipate better ways to provide information for all pupils, parent/carers, staff and other users of the school.
- Improving everyone's awareness of this scheme through training so that staff and pupils are being proactive in including disabled people in every aspect of school life.

Our school offers good access to disabled users now but it is important to find out how this can be improved and we will continually review this.

All School buildings are:

- Built on one level and has provision for people with mobility difficulties to ensure they can get around easily.
- We have accessible toilets for male and female staff and visitors. Any children with specific needs can use these.
- Clear visible signage throughout.

Any further projects to develop the school buildings will take account of the needs of disabled pupils/staff and users of the school. We will review mobility and access issues relating to the building each year at our Full Governing Board meeting.

6 Curriculum Access

- Children are taught using a variety of teaching and learning methods.
- Children are given individual learning targets which teaching staff monitor closely to ensure progress is being made.
- Personal Education Plans are written; SEN register is kept up to date and includes details if intervention programmes are offered to pupils.
- Advice is sought from the Educational Psychologist, Autism Outreach and many other outside agencies to inform staff of the best ways to provide 'reasonable adjustments.'
- Teaching Assistants are well trained and work in collaboration with the teaching staff to make sure that disabled pupils are appropriately supported.
- Analysis of Value-Added figures help school to see how effective extra support sessions, for pupils with specific learning needs, have been. Regular tracking data shows that our SEN pupils perform well.
- Embedded support systems to make sure pupils who need assessments read to them have this support provided.
- ICT is used as an aid where appropriate, for pupils with specific difficulty handwriting
- Worksheets are copied onto appropriate backgrounds for dyslexic pupils and these backgrounds are used for interactive whiteboards and computers.

7 Communication between Home and School

- The school uses DOJO to send most of its communication to parents
- All communications are made available on our website
- The aim is to make all text easy to read. Bilingual staff are available to translate information, if necessary, upon request.
- All parents are offered the opportunity to speak to teachers to discuss pupils' progress. Written reports and interim reports are sent out annually. An additional SEN parents meeting is offered to all parents of pupils on the SEN register.
- Bilingual support is available upon request, for all of our meetings with parents and, as far as possible, in our office.

8 Achievements of Disabled People

Disabled pupils are encouraged to participate fully in school life. We will do our best to encourage other disabled users of the school to become actively involved creating a community for everyone.

Responsible roles are filled by a cross section of our pupils e.g. peer mentors, playground buddies, school council.

Looking towards making things better

Our school aims to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'responsible adjustment' – to

- The building.
- Learning and teaching styles.
- Variety of methods of communication.

The building and grounds will be improved to meet updated guidelines and any development will be done with consideration for disabled users.

9 Learning and Teaching

There are always adjustments being made to aim to improve everyone's learning experience. We will focus on checking that disabled pupils progress is in line with their abilities and that should we uncover any discrepancies then we will endeavour to investigate, evaluate and improve our practices appropriately.

- Provide regular updates for staff on differentiating the curriculum for disabled pupils.
- All pupils on SEN register will be monitored closely and action taken to ensure they can access the curriculum at their level. This may be by working in a set of similar ability or by receiving 1:1 support in specific areas. This could be for dyslexia or may equally be support of a nurturing group to develop communication skills.
- Children receiving extra support will all have their individual support targets monitored and reported back to parents or carers.
- Planning by subject leaders will need to identify the reasonable adjustments being made and be included in their formal plans.
- Review of the Policies in school is ongoing.
- Continue to plan extra-curricular activities to ensure the participation of the whole range of children
- Continue to use PSHE activities throughout the school to help pupils understand their needs and that of their peers.
- To continue with our education in line with our Healthy eating status.
- Ensure the PHSE/Citizenship curriculum highlights awareness of disabled people's needs.
- Ensure appropriate ICT provision is in place for pupils - Read Aloud etc.

10 Communication with all the school's users

We aim to use a variety of communication methods. The school has set the following priorities for improving communication and providing information:

- Ensuring information is available in a variety of formats to meet the needs of users.
- To continue to maintain bilingual support as appropriate.
- To improve the speaking and listening skills of the pupils.
- Improving signage around the school.
- To continue to offer adult and family learning to improve communication and enable parents to help their child. This will be offered on-line, if face to face meetings are not possible.
- Keep an up-to-date list of disabled children, staff and governors and ensure this is shared appropriately to class staff etc.
- Collect information and views of disabled pupils and parents annually via questionnaire.

The effectiveness of these adjustments will be monitored regularly and by asking disabled users if the school for their opinions regularly. **Feedback** will come from:

- School Parliament
- Parent Council
- Questionnaires
- Staff opinion – all staff, teaching and non-teaching – at staff meetings through regular Health, Safety and Wellbeing agenda items.
- Governors
- Users of the school

11 Reviewing and Monitoring how we are Creating a School which is Welcoming and Inclusive

The Accessibility Plan will be reviewed annually and this will be included in the Governors impact statement of the Accessibility Plan.

Revision of the Scheme

Constant reviewing will inform the plan's revision, and setting new priorities on the Action Plan. We must always take account of disabled people's views and the information and data that we collect within our school. The revision will take place annually.

Parents, carers and users of our school can request a copy of Samuel Allsopp Primary and Nursery School's Equality Policy and Accessibility Plan from the school office or via the school website. Requests can be made to have a copy in large print or in a format suitable to use with speech facilities on a computer.

Declaration that this policy has been submitted to Governors for perusal and approved for publication

Signed:	Dated:
Head Teacher Mr Smith	

Signed:	Dated:
Chair of Governors Mr Evans	

