



Hatton Academies Trust



Victoria Primary Academy Accessibility Plan

2025-26

Section 1: Vision statement

In accordance with Schedule 10, relating to Disability, of the Equality Act 2010, Victoria Primary Academy (the Academy) has prepared an Accessibility Plan. The Board of Directors of Hatton Academies Trust are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over the prescribed period.

The purpose of the plan is to assess the Academy and make recommendations regarding its suitability and effectiveness in ensuring that users with disabilities are able to access all aspects of Academy life to the fullest possible extent.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

The Academy is committed to providing equality for all pupils, their parents/carers, staff and other users of the Academy. This is reflected in our school aims which are:

Three main areas have been assessed:

- the extent to which disabled pupils are able to participate in the curriculum;
- the physical environment to enable disabled pupils to fully access all services and opportunities; and □ the availability of written information to disabled pupils and/or their carers.



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This Accessibility Plan should be considered alongside other policies:

- Special Educational Needs Policy
- Inclusion Policy
- Safeguarding Policy
- Health & Safety Policy

The Plan will be updated annually by the Academy, and reviewed by the Board of Directors of Hatton Academies Trust.

The Plan will be shared with all staff and be available on the Academy's website.

Approved by: ...

W. A. Thallon

Date: 17th September 2025

Next review date: September 2026

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the academy will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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<p style="text-align: center;">L S T</p> <p>Increase access to the curriculum for pupils with a disability</p>	<p>The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability. The SEND and inclusion team work closely with outside agencies to tailor provision to the individual needs of each child.</p> <p>Academy, staff (teachers, TA/HLTAs) have received training for specific individuals as required. These have included visual</p>	<p>Teaching staff to work closely with SEND/inclusion team to identify needs and implement specialist provision as required.</p> <p>Ensure that all staff are trained in the relevant area as needs arise.</p>	<p>Teaching staff to have regular meetings with the inclusion manager</p> <p>An individual access plan will be prepared for each pupil with a disability to</p>	<p>Principal</p> <p>Inclusion manager</p>	<p>Reviewed annually</p> <p>As required.</p>	<p>Tailored provision is implemented in a timely and consistent manner.</p> <p>Access Plans in place and used by all relevant staff.</p>
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	<p>impairment, learning difficulties (dyslexia, dyscalculia), physical impairment, speech /language and emotional difficulties.</p> <p>The Academy, where possible, facilitates 1:1 or small-group work for those children who need additional support to access the curriculum</p> <p>All children, regardless of disability are able to attend all clubs/social events. All trips are suitable for all children to attend.</p>	<p>Create a larger team of specialists/trained TAs to enable more children to receive 1:1 or small-group tuition.</p> <p>Ensure that all children are able to access all curricular and non-curricular activities.</p>	<p>identify and action their specific needs where necessary</p> <p>High Needs Funding for eligible children should enable this training.</p> <p>Each new visit or activity will be reviewed to ensure there are no barriers for any pupils.</p>	<p>Inclusion manager</p> <p>Office/Principal</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>High Needs Funding in place.</p> <p>All children able to partake in all activities.</p>
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<p>Improve and maintain access to the physical environment</p>	<p>The Academy is a modern building which has been extended since its original design.</p> <p>An audit of the suitability of the access has been performed (see Section 3)</p>	<p>Access is downstairs with level or ramp access to all areas</p> <p>Improvements or reconfigurations of the classrooms would be implemented on an as required basis. The Academy would be willing to undertake any reasonable modifications.</p>	<p>Individual access plans to be prepared as required. Recommended improvements to be implemented.</p> <p>Review of emergency evacuation routes and procedures.</p> <p>Review of access and toilet facilities for disabled visitors.</p>	<p>Office/inclusion manager</p> <p>Office</p> <p>Office</p>	<p>As required.</p> <p>Annual review</p> <p>As required</p>	<p>Individual access plans in place.</p> <p>Updated emergency procedures.</p> <p>Toilet facilities suitable for all needs.</p>
<p>Improve the delivery of written information to pupils</p>	<p>Inclusion manager is aware of the need to provide large-font educational materials for the use of a child, support is also available for this through the visually impaired team</p> <p>Staff are aware of the requirement to ensure all children/carers receive written information in a format suitable for their needs.</p>	<p>Ensure that staff are aware of the services available for converting written information into alternative formats when required.</p>	<p>Staff to receive training if required for specific needs.</p>	<p>Inclusion manager</p>	<p>As required.</p>	<p>Suitable materials ensures all can access.</p>

Section 3: Access audit

Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	Mostly two storey. Offices, staff room, community room, hall, studio, learning lodge and 8/14 classrooms are all downstairs	Consideration of whether all pupils can access rooms safely or whether they require assistance.	Inclusion Manager/Principal	As required.
Corridor access	Corridors and doors are of variable width. All classrooms are accessible by wheelchair.	Reconfiguration of classrooms is possible should it become necessary.	Principal	As required.
Lifts	There is 1 lift on the premises. This enables access to all classrooms/areas on the second floor. There is an internal raised bridge which allows access to both second floor areas.	Ensure staff training in the use of the lift when necessary	Inclusion Manager/Principal	As required.
Parking bays	There 5 marked parking bays for the academy and 1 for Hatton Academy Trust. The rest are shared with two other settings on the site and are the responsibility of the site owner.	Ensure disabled visitors are able to access the Hatton Academy Trust parking bay as required	Site Supervisor/Principal	As required
Entrances	Entrance to the Academy grounds for a wheelchair user is possible via the vehicular entrance to the playground.	Should a wheelchair user require access for infrequent visits, staff are available to provide assistance.	Office	Ongoing
	The main office entrance is wheelchair accessible with assistance. No doors have automatic opening or disabled user operating systems.	Should a wheelchair user require regular access, an individual plan will be devised and any reasonable improvements/adjustments made as necessary.	Inclusion Manager/Office/Principal	As required.

Ramps	Ramped access to the rear of the school from the playground suitable for unassisted wheelchair access.	None.		
Toilets	There are 3 disabled toilets on the premises, 2 on the ground floor and 1 on the second floor.	None.		
Reception area	Accessible from the front of the school. Assistance required to open doors.	None.		
Internal signage	Emergency signage meets all current regulations. All disabled facilities are clearly marked.	None.		
Emergency escape routes	From any emergency exit the route is accessible and not restricted in any way. Assistance may be required for a wheelchair user. There is an evac chair and an emergency call system in one stairway and an emergency refuge space in the other stairway	Create individual emergency evacuation plans for pupils with a disability that may hinder their recognition of an emergency situation or their safe passage to the assembly area.	Office/Health & Safety advice/ Principal	As required