

Ebor Gardens & Victoria Primary Academy



Accessibility Plan

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Statement of intent

This plan should be read in conjunction with the **Academy Development Plan** and outlines the proposals of Victoria and Ebor Primary academies to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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.

This plan aims to:

- Continue to increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Academies also recognises its responsibilities towards employees with disabilities and will:

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

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The (Executive) Principal and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to consider the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Contextual Information – Ebor Gardens Primary Academy

Parent and Pupil Needs

Ebor Gardens Primary Academy is a two-form entry primary school with a 26-place nursery provision. Approximately 20% of the school population are on the SEND register, this includes some children considered disabled under the Equality Act.

We have a number of pupils with specific medical needs, Individual Healthcare Plans and PEEPs are in place where required. Staff working with these children have received specific training.

There are a limited number of parents with mobility difficulties but a large number of parents with English as an Additional Language and/or are new to English.

Physical environment

The school is built over 3 levels, with a lift providing access to each level. There are disabled toilet facilities on each level, including in the entrance hall, and a fully-equipped care-suite. There is a disabled parking space by the main entrance. The grounds are wheel-chair accessible, although a slope in the playground may require additional supervision for wheel-chair users.

Contextual Information – Victoria Primary Academy

Parent and Pupil Needs

Victoria Primary Academy is a two-form entry primary school with a 26-place nursery provision. The PAN is reducing to 45 per year group with the total number of pupils on roll reducing from 420 to 315 in future years. Approximately 40% of the school population are on the SEND register, which includes some children considered disabled under the Equality Act.

We have a number of pupils with specific medical needs; Individual Healthcare Plans and PEEPs are in place where required. There are a small number of parents with mobility difficulties and an increasing number of parents who have English as an Additional Language with approximately 30% of our school population who are considered new to English.

Physical environment

The school consists of two buildings, joined by a covered area. One is a two-storey building with a lift and a disabled toilet. The other building has two levels, there is a lift and ramped access to the lower level. There is a disabled toilet on the higher level. There is a disabled parking space by the main entrance. The grounds are wheel-chair accessible.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Extend access to the curriculum for pupils with SEN	Continue to develop the SEND Toolkit to support staff in their assessment of SEND and precise planning for pupil progress through increasingly effective SEND Support Plans.	(Executive) Principal Vice Principal SENCO	Ongoing	SEND Toolkit More precise assessment More precise SEND Support Plans	July 2026
Medium term	Extend access to the curriculum for pupils with SEN	Strengthen Strategic Partnerships (BMBC/WAT) to develop expertise in a wider range of needs through access to staff training and resources. Continue to work with professional partners and specialist teams to develop accessible plans for children with disabilities	(Executive) Principal Vice Principal SENCO	Ongoing	Increased staff expertise and confidence Greater accessibility to advice and guidance enhances provision.	July 2026
Long term	Extend access to the curriculum for pupils with SEN	Improve attendance of SEND pupils through detailed analysis of patterns of absence and suspension and targeted intervention to improve patterns of attendance.	(Executive) Principal Vice Principal SENCO	Ongoing	Improved attendance of SEND pupils.	July 2026

Principals should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of themselves or their parents/carers.

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome criteria	Review
Short term	Fire Plans to ensure all pupils can safely exit the building in the event of a fire	Develop Personal Evacuation Plans and communicate with relevant staff.	(Executive) Principal Vice Principal Premises Manager	Ongoing	Safe egress for all pupils identified in Personal Evacuation Plans, where appropriate.	July 2026
Medium term	Outside play spaces not accessible to all disabilities	Develop the range of equipment available to all pupils.	(Executive) Principal Vice Principal Estates Manager	Ongoing	Outside areas improved to meet the needs of all pupils.	July 2026
Long term	Some aspects of premises render areas inaccessible for pupils with disabilities	Areas of significant need identified in Premises Development Plan; improvements (where practical) factored in to building developments and budget planning.	(Executive) Principal Vice Principal Estates Manager	Ongoing	Discussions with WAT for planned project work in this area.	July 2026

Principals should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of themselves or their parents/carers.

Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Increasing population of new to English pupils and families	Develop range of strategies to support pupils who are new to English both within the classroom, and in their school life	(Executive) Principal Vice Principal SENCO	Ongoing	Simplified / visual information readily available for all pupils	July 2026
Medium term	Increasing population of new to English pupils and families	Develop ability to communicate with pupils and their parents in a range of languages	(Executive) Principal Vice Principal SENCO	Ongoing	Written information provided to parents and pupils available in alternative languages	July 2026
Long term	Increasing population of new to English pupils and families	Revise English as an Additional Language Policy to incorporate best practice in all aspects of supporting children and families who are new to English	(Executive) Principal Vice Principal SENCO	Ongoing	High quality support available to all children and families	July 2026

Principals should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of themselves or their parents/carers.

The Accessibility Audits have been completed in July 2023 for each site. The responses from these audits have created the action points within the Accessibility Plan.

School: Ebor Gardens Primary Academy
Number of Teaching Spaces: 16 (including modular)
Number of Social Spaces: 4 (hall, nurture room, playground, EYFS outside space)

Disability Awareness/Training	Yes	No	N/A	Comments for School Use
Does the school provide disability awareness to enable all staff to understand and recognise disability issues?	x			Internal and external training (eg AET tier 1)
Does the school have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	x			Training reviewed on annual basis or as needs changed
How Does The School Deliver The Curriculum?	Yes	No	N/A	
Do all staff seek to remove all barriers to learning and participation?	x			
Is teaching appropriately differentiated to meet individual needs so that children make good progress?	x			
Are all children encouraged to take part in music, drama and physical activities?	x			
Do all staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	x			
Do all staff recognise, understand and allow for the additional planning and effort necessary for children with disabilities to be fully included in the curriculum?	x			
Are all staff encouraged to recognise and allow for the additional time required for some pupils with disabilities to use equipment in practical work?	x			
Does the school provide access to appropriate technology for those with disabilities?	x			
Are school visits made accessible to all children irrespective of attainment or disability?	x			
Getting Into The Building				
Are parking spaces reserved for disabled people near the main entrance?	x			

Are there barriers to easy movement around the site and to the main entrance?	x			Lift key needed to access different levels.
Are steps needed for access to the main building?		x		
Do all those steps have a contrast colour edging?		x		External staircases are of steel construction and have no contrast edging
If there are steps, is a ramp provided to access the main building?			x	
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			x	
Is it possible for a wheelchair user to get through the principal door unaided?		x		Door is heavy and requires opening outwards
If no, is an alternative wheelchair accessible entrance provided?		x		
Internal Facilities	Yes	No	N/A	
If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	x			Assistance needed to open doors.
Do all internal doors allow a wheelchair user to get through unaided?		x		Doors are wide enough but require manual opening
Do all the corridors have a clear unobstructed width of 1.2m?	x			
Does the school have a wheelchair accessible toilet?	x			One on each level of school,
Does the school have accessible changing rooms?	x			Full care suite on ground floor level
Vertical Movement	Yes	No	N/A	
How many floors in the school? a=single storey, b=single storey with some split level parts, c=single story with some 2/3 storey parts, d=mainly 2 or 3 levels	a	b	c	d x
If the school is on more than one level, do the internal steps/stairs have contrast colour edging?	x			
Is there a continuous handrail on each internal stair flight and landing?	x			
Does the school have a lift that can be used by wheelchair users?	x			Key required (kept in office)
Does the school have any mechanical means to move between floors?	x			Evac-chair available from 1 st floor
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		x		Evac-chair required from 1 st floor classrooms. Ground

				and lower-ground floor accessible
Sensory Impairment	Yes	No	N/A	
Are non-visual guides used to assist people to use the building?		x		Part of Accessibility Plan
Could any of the décor be confusing or disorientating for pupils with disabilities?	x			
Is a hearing induction loop available (either fixed or portable) in the school?		x		Available through Leeds City Council Hearing Impaired team (DAHIT) if required
Does the school have a 'Soundfield' system, in what area?		x		
Do emergency alarm systems cater for those with hearing impairments?		x		PEEPs would be in place to provide assistance for any staff/pupils with hearing impairments.
How Does The School Deliver Materials In Other Formats For ANYONE Who Needs It				
Does the school have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		x		Part of Accessibility Plan
Does the school have facilities such as ICT to produce written information in different formats?	x			
Does the school ensure the information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	x			
Is furniture and equipment selected, adjusted and located appropriately?	x			
Does the school ensure that all school staff are familiar with technology and practice developed to assist people with disabilities?	x			
General Accessibility				
Are pathways and routes logical and well signed (internal and external)?	x			Part of Accessibility Plan
Does the school have emergency and evacuation procedures to alert ALL pupils?	x			PEEPs in place to support any staff/pupils requiring additional assistance in case of emergency/evacuation.

Is appropriate furniture and equipment provided to meet the needs of individual pupils?	x			Additional equipment purchased as required (eg height-adjustable tables)
Do furniture layouts allow easy movement for pupils with disabilities?	x			Some classrooms are restrictive due to size and large pupil numbers
Are quiet/calming rooms available to children who need this facility?	x			
Are toilets non-gendered or is there access for gender re-assigned visitors to visit facilities?		x		Disabled toilets are mixed gender
Dementia Friendly				
Does the school provide Dementia Friendly signage for visitors in common areas?		x		
Is the school's Fire Evacuation Plan Dementia Friendly accessible? (coloured tape with direction on floor)		x		
Does the school's community space provide Dementia Friendly equipment – coloured items, labelled cupboards, highlighted electrical equipment		x		

School: Victoria Primary Academy

Number of Teaching Spaces: 13

Number of Social Spaces: 2

Disability Awareness/Training	Yes	No	N/A	Comments for School Use
Does the school provide disability awareness to enable all staff to understand and recognise disability issues?	x			Internal and external training (eg AET tier 1)
Does the school have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	x			Training reviewed on annual basis or as needs changed
How Does The School Deliver The Curriculum?	Yes	No	N/A	
Do all staff seek to remove all barriers to learning and participation?	X			
Is teaching appropriately differentiated to meet individual needs so that children make good progress?	X			
Are all children encouraged to take part in music, drama and physical activities?	X			Sports coach provides additional OT sessions for pupils with SEND
Do all staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	X			
Do all staff recognise, understand and allow for the additional planning and effort necessary for children with disabilities to be fully included in the curriculum?	X			
Are all staff encouraged to recognise and allow for the additional time required for some pupils with disabilities to use equipment in practical work?	X			
Does the school provide access to appropriate technology for those with disabilities?	X			
Are school visits made accessible to all children irrespective of attainment or disability?	X			
Getting Into The Building				
Are parking spaces reserved for disabled people near the main entrance?	X			
Are there barriers to easy movement around the site and to the main entrance?	X			
Are steps needed for access to the main building?	X			

Do all those steps have a contrast colour edging?		x			External steps to the main entrance are pressed concrete tactile. The external steel staircase has galvanised treads/risers.
If there are steps, is a ramp provided to access the main building?	X				No ramp to hall entrance or Y2 entrance
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	x				
Is it possible for a wheelchair user to get through the principal door unaided?	X				Although open inwards & are heavy
If no, is an alternative wheelchair accessible entrance provided?			x		
Internal Facilities	Yes	No	N/A		
If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	X				Although open inwards & are heavy
Do all internal doors allow a wheelchair user to get through unaided?	X				Although open inwards & are heavy
Do all the corridors have a clear unobstructed width of 1.2m?	X				KS1 corridor used as additional teaching spaces so this can restrict width.
Does the school have a wheelchair accessible toilet?	X				On lower modular corridor
Does the school have accessible changing rooms?		X			
Vertical Movement	Yes	No	N/A		
How many floors in the school? a=single storey, b=single storey with some split level parts, c=single story with some 2/3 storey parts, d=mainly 2 or 3 levels	a	B	C	d	
			x		
If the school is on more than one level, do the internal steps/stairs have contrast colour edging?	X				
Is there a continuous handrail on each internal stair flight and landing?	x				
Does the school have a lift that can be used by wheelchair users?	x				Lift between floors in the modular building. Lift from the main corridor to the hall.

Does the school have any mechanical means to move between floors?		X		
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		x		Upstairs in the modular building not accessible – would require PEEP.
Sensory Impairment	Yes	No	N/A	
Are non-visual guides used to assist people to use the building?		X		Part of Accessibility Plan
Could any of the décor be confusing or disorientating for pupils with disabilities?		X		
Is a hearing induction loop available (either fixed or portable) in the school?		x		Available through Leeds City Council Hearing Impaired team (DAHIT) if required
Does the school have a 'Soundfield' system, in what area?		X		
Do emergency alarm systems cater for those with hearing impairments?		x		PEEPs would be in place to provide assistance for any staff/pupils with hearing impairments.
How Does The School Deliver Materials In Other Formats For ANYONE Who Needs It				
Does the school have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		x		Part of Accessibility Plan
Does the school have facilities such as ICT to produce written information in different formats?	X			
Does the school ensure the information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	X			
Is furniture and equipment selected, adjusted and located appropriately?	X			
Does the school ensure that all school staff are familiar with technology and practice developed to assist people with disabilities?	X			
General Accessibility				
Are pathways and routes logical and well signed (internal and external)?	x			
Does the school have emergency and evacuation procedures to alert ALL pupils?	x			PEEPs in place to support any staff/pupils requiring

				additional assistance in case of emergency/evacuation.
Is appropriate furniture and equipment provided to meet the needs of individual pupils?	X			
Do furniture layouts allow easy movement for pupils with disabilities?	X			Some classrooms are restrictive due to size and large pupil numbers
Are quiet/calming rooms available to children who need this facility?	X			
Are toilets non-gendered or is there access for gender reassigned visitors to visit facilities?	X			
Dementia Friendly				
Does the school provide Dementia Friendly signage for visitors in common areas?		x		
Is the school's Fire Evacuation Plan Dementia Friendly accessible? (coloured tape with direction on floor)		x		
Does the school's community space provide Dementia Friendly equipment – coloured items, labelled cupboards, highlighted electrical equipment		x		