Accessibility Policy and Plan 2026 - 2029

The Vyne Community School

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Contents

1. Introduction	Page 2
2. Roles and Responsibilities	Page 3
3. School Context	Page 4
4. Admissions and Pupil Data	Page 5
5. Audit and Development of Accessibility Plan	Page 6
6. Sources of Advice and Information	Page 7
7. Other Policies	Page 7
8. Implementation and Monitoring	Page 8
Appendix A: Accessibility Action Plan	Page 9

1. Introduction

1.1 Aims

The aim of this policy is to detail how The Vyne School will:

- Increase the extent to which students with disabilities can participate in the curriculum.
- Improve the physical environment to enable full access to all students, and allow students with disabilities to take better advantage of the education, benefits, facilities and services we provide.
- Improve the availability and delivery of accessible information to students, staff, parents and visitors with disabilities.

Our aim is for everyone at The Vyne School to feel valued, cared for, listened to and encouraged to challenge themselves. We are committed to making our school as accessible as possible. We want our students with a disability to:

- be fully included in school life;
- actively take part in high quality learning;
- thrive and enjoy their learning;
- develop the skills to go on and lead fulfilled lives as adults; and
- be empowered, confident and able to function as independently as possible.

We want all students to access all elements of school life. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

The Accessibility Plan will detail how accessible the school is for all users, how any necessary improvements, maintenance or adaptations will be planned and implemented as required.

We aim to make our School socially and academically inclusive, strive to give all students access to a full curriculum, and appropriately challenge all students. We aim to ensure the curriculum is differentiated and adjusted to meet the needs of individual students and their preferred learning styles.

This Accessibility Policy and Plan also outlines how we will endeavour to promote disability equality for all staff, users of and visitors to our school.

1.2 Consultation

In developing our Accessibility Plan, we have consulted with:

- our students via surveys and Student Voice;
- parents and carers;
- our SENCO and SEND support staff;
- other staff at the school, including the leadership team;
- our SEND Governor and wider governing body;
- Access to Work recommendations; and
- relevant specialist services.

These consultations help us recognise that:

- Parents/carers knowledge of their child's disability and its effect on their ability to carry out everyday activities is vital to developing our plan, whilst respecting confidentiality.
- This policy must complement and support the school's Equality Policy and the Special Educational Needs and Disabilities (SEND) policy.
- Staff with disabilities play an important role in helping improve accessibility for all through links and recommendations with specialist services and recommendations.

1.3 Legislation and guidance

Under the Equality Act 2010, all schools must have an Accessibility Plan.

A person is defined as having a disability if they have 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. The Equality Act 2010 means that schools cannot unlawfully discriminate against students because of their age, disability , gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

This policy has been written with consideration to the following documentation:

- Children and Families Act 2014;
- DFE (2015) Special Educational Needs and Disability Code of Practice : 0-25 years;
- Education Act 1996;
- Education and Inspections Act 2006;
- Equality Act 2010;
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017;
- Human Rights Act 1998;
- Special Educational Needs and Disability Regulations 2014;
- SEND Code of Practice 0 to 25 years;
- United Nations Convention on the Rights of Persons with Disabilities; and
- United Nations Convention on the Rights of the Child.

2. Roles and Responsibilities

At The Vyne School, all staff and governors will be aware of and working in line with:

- This Accessibility Plan.
- The wider disability provisions set out in the Equality Act.
- The United Nations Conventions on the rights of:
    - the child; and
    - persons with disabilities.

The Headteacher, in conjunction with the SEND Governor and relevant staff including the SENCo, will create an Accessibility Plan with the intention of improving the school's accessibility and championing the needs of students with special educational needs and disabilities.

Our staff will remove disadvantage faced by students with a disability by:

- Adopting a ‘can do’ attitude.
- Having a flexible approach to teaching.
- Modifying the curriculum and environment.

Person-centred systems will be in place to support the inclusion of students with a disability and to ensure that staff actions do not discriminate against any student, parent or colleague.

Staff members will be made aware of student disabilities and medical conditions and those students who are at a substantial disadvantage and they will take the appropriate steps to ensure all students are effectively supported. This information is added to the daily staff update along with any important updates to student needs/assessments.

During a new student induction, it will be established whether the student has any disabilities or medical conditions which the school should be aware of.

During a new staff appointment/induction, it will be established whether the staff member has any disabilities requiring support.

The Headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding students with disabilities arise.

The SENCo will work closely with the Headteacher and Governing Body to ensure that students with SEND are appropriately supported.

Designated staff members will be trained to effectively support students with medical conditions.

3. School Context

The Vyne School’s vision is to empower every young person to aim high, believe in themselves, and achieve success both academically and personally.

We are incredibly proud of our warm and welcoming school community, a place where we strive to provide the very best education for all our students. Our unique "DOVE" values of Determination, Opportunity, Valour, and Empathy are at the heart of everything we do, guiding us in nurturing exceptional young people.

3.1. Our values in action

Determination drives us to champion resilience and the grit to keep going, even when things get tough. We encourage our students to embrace challenges, overcome obstacles, and pursue their goals with tenacity, knowing that effort truly leads to excellence. We also foster independence, empowering students to take ownership of their learning and grow into confident, self-directed individuals.

We are committed to providing every student with the **Opportunity** to thrive. Through a culture of ambition, equity, and participation, we create an environment where everyone can succeed, academically, socially, and emotionally. We actively work to remove barriers, encouraging every student to engage deeply in their learning and in the wider life of our school and community, fostering a strong sense of belonging and voice.

Valour is about instilling the courage to act with integrity, stand up for what is right, and persevere through challenges. Our students learn to lead with purpose and honour, showing deep respect for themselves and others.

Finally, **Empathy** guides us in nurturing compassion, active listening, and understanding. We believe in building strong inclusive relationships that respect the emotions, perspectives and experiences of everyone. Respect underpins every connection and achievement within our community, valuing diversity and the strength it brings.

The Accessibility Plan has been developed with all our values in mind and we firmly believe that by working successfully with parents and carers, together we can create happy, confident, and successful young people.

3.2. School building and environment

The School is set in beautiful grounds and the main building was constructed in 1939. The sports hall and north block was constructed in 1985.

The condition of the buildings and grounds are good. The ground floor and sports hall are wheelchair accessible but there is no lift to the upper floor.

The school's main entrance is wheelchair accessible. Corridors are wide and well lit.

Doors do not open automatically and could pose issues for wheelchair users without assistance. Some doors are fitted with magnetic locks which would release in the event of a fire drill. There are no automatic push buttons for corridor doors.

There is an accessible toilet in the main building in reception and one in the sports hall block.

The sports hall is accessible via the fire doors. There are 3 steps leading down from the sports hall toilets to the sports hall so wheelchair users would need to go around to the QMR entrance to access the sports hall toilets.

The Queen Mary Room is only accessible via stairs with no lift.

The outside spaces are level and accessible.

A copy of our floorplan is available upon request from the Admin Office.

There are 750 students on roll.

4. Admissions and Pupil Data

The School will act in accordance with the Admissions Policy.

The School will apply the same entry criteria to all students and potential students.

The School will ask for information about any disabilities or health conditions in early communications with new parents and carers.

Where our students have an Education, Health and Care Plan (EHCP), we use the information within this to ensure that we have a good understanding of their disabilities and how to support them.

The School will support students with SEND by making any reasonable adjustments necessary during exams, this includes giving students access to exam access arrangements testing and any subsequently agreed and evidenced arrangements, and making adaptations to learning to facilitate and support this.

The School will strive not to put any student at a substantial disadvantage by making reasonable adjustments prior to the student starting at the School.

All students, including those SEND, will have appropriate access to all opportunities available to any member of the school

Prospective parents of students with a SEND need have the opportunity to discuss an enhanced transition programme with the SENCo, in conjunction with other professionals, prior to their child transitioning to the school.

Current student data shows that at the start of the 2025 academic year our students have the following areas of need:

- *Hearing impairments*
- *Sight impairments*
- *Neurodivergent*
- *Dyslexia*
- *Dyscalculia*
- *OCD*
- *Tourettes/Tics*
- *Down syndrome*
- *Social and emotional mental health*

Students are monitored by the Inclusion and SEN team to ensure that they are able to access the full broad and balanced curriculum and extra curricular activities.

5. Audit and Development of Accessibility Plan

To help us develop our Accessibility Plan, we undertook an environmental audit of The Vyne School.

There are areas of the school that are not fully accessible. Any large-scale building works and/or maintenance or remedial works will take into account the Accessibility Plan, however a

detailed timeline may not be feasible to undertake planned works, or implement recommended changes, within the lifespan of the Accessibility Policy.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of students with disabilities where practicable.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

Adaptations are put in place to make reasonable adjustments for anyone with physical impairment for example leave lessons early, be accompanied.

Risk assessments are undertaken as and when new information is known and shared with appropriate members of staff.

In our SEN annual parent/carer and student questionnaires, questions regarding accessibility will be used to consult for this policy from January 2027 onwards.

6. Sources of Advice and Information

Our Accessibility Plan has been written following guidance from the Local Authority services, such as specialist teacher advisers, SEN inspectors and appropriate health professionals and multi agency partners. It also takes into account the Hampshire County Council's Transforming Special Educational Needs & Disabilities (SEND) in Hampshire document Nov 2023.

7. Other Policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and SEN information report
- Access arrangements policy
- Supporting pupils at school with medical conditions policy
- Equality information and equality objectives

It can also be read alongside the following school documents:

- Admissions Policy
- Anti-bullying Policy
- Behaviour for Learning Policy
- Child protection policy
- Curriculum policy
- Children with Health Needs who cannot attend School Policy
- Equality policy
- Health and safety policy
- School improvement plan

8. Implementation and Monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at The Vyne School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

Implementation of this policy will be monitored in the following ways:

- We will work in partnership with the Local Authority in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant building regulations.
- The Accessibility Plan will be reviewed at least every three years. It will be monitored through regular reviews and as and when changes are implemented through additional requirements.
- Through Management Partnership Meetings and consultation with Property Services
- Governing Body meetings

The Vyne School complaints procedure covers the Accessibility Plan.

Appendix A: Accessibility Action Plan

1. Improving and increasing access to the curriculum and co-curricular activities

What we are doing:

- Curriculum audit for access to learning and review by CLs and SLT (with support from SENCo as needed). This is achieved through observations, learning walks, independent learning reviews.
- Annual analysis of attendance data by pupil group (disadvantaged, SEND, protected characteristics where data is available).
- Annual review of individual SEND support plans, progress reports from SENCo to SLT and Governors.
- Review of intervention strategies (mentoring, attendance panels, pastoral support).
- Teachers plan for adaptive teaching and deliberate practice, with formative and summative assessment embedded in both planning and practice.
- Colleagues share good practice.
- Established procedures for the identification and support of students with SEND in place at the school
- Within our school, teachers deliver lessons that are differentiated, varied in pace and content and suited to the needs of the students
- All students follow a broad and balanced curriculum, with regularly reviewed intervention sessions
- Academic progress is tracked for all students
- Relevant SEND information is shared with staff and is available on the Daily Staff Update including Professionals guide to OAP and SEN Support
- Teacher knowledge and understanding about disabilities is good, with continued CPD for all relevant staff
- Student voice feedback from disadvantaged groups on barriers to attendance. Annual audit of student leadership applications and appointments by gender, ethnicity, SEND, and disadvantaged status.
- Targets are set using student profiles and annual reviews for EHCP students which are reviewed on a termly basis.
- Resources are tailored to the needs of students who require support to access the curriculum for example large print reading books, enlarged worksheets, access to coloured overlays, specialist resources such as subject specific equipment for visually impaired or hearing impaired students
- Pastoral care, including effective SEMH support, ensures students make academic and emotional progress
- Educational activities are offered to all students in school, including those with SEND and necessary support put in place - information is logged on EVOLVE and adjustments made to meet attendees needs and appropriate risk assessments carried out.
- Extra curricular activities are open and suitable for all students.
- Use of ICT resources to support specific curriculum areas.

- Classrooms are organised so that they promote the participation and independence of all students.
- Alternative learning environments provided for students with specific needs.
- Advice from outside agencies is followed, where appropriate, to allow all students to reach their full potential.
- Physical Education lessons are adapted, wherever possible, to allow students with disabilities to participate in lessons.
- Teaching Assistants are deployed to work primarily alongside the classroom teacher to support students with SEND, although will implement specific literacy, numeracy, speech and language and social skills programmes to suit the needs of students.
- Communication links promote positive parent-school relationships.
- All staff training provided on supporting students with SEND.
- Student participation in leadership roles (e.g. prefects, school council, committees) by those who are SEND or deemed vulnerable is encouraged and monitored to ensure representation.
- Student profiles for students with EHCP or for specific higher need SEND students which outline specific areas of need , support strategies and targets for students. This is shared with teaching staff.
- Progress evenings are always held on the ground floor for all subjects
- Information sent out to parents/carers regarding attendance at Progress evenings/ school performances and events requests whether any additional support may be required to aid their attendance.
- Centralised list of PEEPs and temporary PEEPs to be made available as opposed to being shared in Daily Update.

Suggested improvements:

- Reviews of co-curricular attendance data to ensure SEN and those with disabilities are engaging and taking part in activities.
- To ensure that student participation in leadership roles (e.g. prefects, school council, committees) is monitored.

2. Improving the Physical Environment

The School will take account of the needs of students and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and facilities.

What we are doing:

- The school is committed to ensuring that all students, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- The school has toilet facilities on the ground floor in reception and in the sports hall , suitable for people with disabilities.

- PEEPS are in place for all staff and students with disabilities.
- Entrances to the school and the sports hall are flat.
- All areas of the school have wide doors fitted to allow for wheelchair access.
- The corridor flooring and lighting is designed to support those who are visually impaired.
- Disabled parking bays provided near the school entrance.
- For parents/carers of children with disabilities, there is additional access to the school car park for drop off and pick up.
- Improved signage around the school was installed in 2026 and is VI compliant.
- The school website is compliant.
- There is good lighting throughout school, making use of natural light where possible and reducing glare through the use of blinds in classrooms.
- All floor spaces are kept uncluttered where possible.
- Display boards and decoration is tailored to reduce sensory overload and to minimise anxiety.
- The plumbing, heating and air conditioning are regularly serviced and are not noisy.
- Structured and supportive break time and lunchtime activities are available for students with LSA and PSGM support.
- During inclement weather - external surfaces are treated /cleared to reduce risk of trips and slips. Severe wet weather - pump used to remove excess water build up on pathway to hardcourts.
- Yellow paint has been added to edges of the quad raised paving and is re-painted regularly.
- Yellow safety strips to the science stairwell were replaced in 2025.
- Quad paving around trees was replaced with mulch in 2025 to remove some of the uneven slabs; however due to the age of the trees, roots continue to be an issue. This is under review.

Suggested improvements:

- Provide a solution to external areas prone to flooding ie pathway to hardcourts and area outside white sportshall doors. Quotes have been obtained target date 2027
- *The school will explore available and reasonable options for Reception and the Main Hall to support anyone with a hearing impairment.*
- *Automatic openers for corridors where practical and possible to be explored.*
- *Installation of lift in main building to be explored.*
- *Training for school and community staff on supporting visitors with accessibility needs.*
- *Main Hall accessibility for events when tiered seating is in use e.g. a ramp.*

3. Making Written Information More Accessible

What we are doing:

- Modification of materials in large print or alternative formats for students as required.

- Support from Visual Impairment team for significant print increases for children with severe VI needs.
- Regular communication, training and implementation of advice from outside agencies e.g. hearing and vision support services.
- Where appropriate, social stories are used to explain school rules to students.
- Large print versions of all school information are available by request.
- Use of ICT resources, laptops and ipads to enlarge information and support learning.
- Use of coloured exercise books, worksheets and overlays for children with visual stress or dyslexia.
- Visual timetable available for specific students.
- Use of dyslexic friendly fonts by staff.
- Use of reading rulers in class.
- Staff and students receive training on AI technology and how to use it effectively in the classroom environment. This training includes safeguarding implications.

Suggested improvements:

- Use of 'blue screen' settings on computer screens.
- Continued exploration of best use of AI and technology / resources.

Monitoring Activities:

- Review of individual SEND support plans in line with statutory time frames.
- Progress reports from SENDCo to SLT and Governors.