Villa Real School

together we achieve

ACCESSIBILITY PLAN

Responsibility: Alex Morris

Date: November 2025

To be reviewed: November 2026

Vision Statement

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in schedule 10, relating to Disability, of the Equality Act 2010. The Definition of disability under the Equality Act 2015:

"You're disabled under the Equality Act 2015 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."

Villa Real School is committed to providing an accessible environment which values and includes all pupils, staff, parents/carers, visitors and members of the local community regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion, within both the School and the wider community. The strategies and relevant areas for action within this accessibility plan, reflects the Mission Statement of Villa Real School:

Improving the quality of life for our young people and their families.

Our vision is one of a dynamic, well-resourced school, with clear and open communication, holistic in its approach, proactive in its attitude to change, striving to improve the standards of achievement and quality of life for its young people and their families, through an appropriate, inclusive, well-balanced and meaningful education.

The school, as an essential part of the wider community, is committed to providing a totally integrated service for young people through the development of strong links with families, other service providers and schools, industry, business, churches, and charitable institutions, and through our specialist knowledge in communication and interaction. Villa Real is a school where parents are partners, the governing body is active, expectations are high, learning is fun, and in a mutually supportive environment staff and young people are motivated to do their best.

Article 23 United Nations Convention Rights of the Child:
A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community

The Accessibility Plan contains relevant strategies and actions as to how the School intends to:

1. **Increase access to the curriculum for pupils/students with a disability and/or English as a second language.**

   - Increase access to the curriculum for pupils/students with a disability and/or English as a second language, expanding and making reasonable adjustments to the curriculum as necessary, to ensure that pupils/students with a disability are prepared for life. This covers teaching and learning and the wider curriculum of the School such as participation in leisure and cultural activities or educational visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

2. **Improve access to the physical environment**

   - Improve and maintain access to the physical environment of the School, adding specialist features as necessary. This covers reasonable adjustments to the physical environment of the School and physical aids to access education.
   - The action plan for physical accessibility relates to the Access Audit of the School which is undertaken annually – see separate section of this document entitled *Site Access Audit of the School*. If there are any resultant actions from this audit, which are not feasible to be carried out during this year, then these will need to roll forward into subsequent accessibility plans. The audit will need to be re-visited each year, in line with the review of the Accessibility Plan in order to inform the development if the new plan.

3. **Improve the delivery of written information to all stakeholders**

   - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents/carers and visitors with disabilities including English as a second language. Examples might include hand-outs, timetables, textbooks and information about the School and School events. The information should be made available in various preferred formats within a reasonable time frame.
   - There are already a number of examples where the School has provided adjustments to allow written information to be available to all stakeholders. For example, we provide areas of services such as signers and interpreters, text message communication. Pupils with visual impairment are supported with use of Braille as appropriate.

4. **Improve access to Pastoral Support for all stakeholders with a disability**

- Pastoral Support for pupils/students within the School is provided by the class teams.
- Any additional support requirements for pupils, should be directed to Alex Morris for referrals, Samantha Dawson Deputy Headteacher for behavioural support and Natalie Fitzpatrick Assistant Headteacher for Mental health support

5.Improve access to the required support services for families who are impacted by a disability

- Parents/ carers, Members of the community, who have responsibility for a pupil with a disability, can all be affected in some way. At Villa Real School, we aim to support the needs of those people as well as engaging in partnerships with the local community, to promote accessibility. For more information, please direct your enquiry to Mrs J. Bowe.

The strategies and action plans for points 1 and 3 are covered in, and supported by the following School Policies and documents – please refer to these documents for further details:

- Special Educational Needs Policy, and SEND Information Report
- Single Equality Policy
- Supporting pupils/students with Medical Conditions
- Health & Safety Policy

Information about our Accessibility Plan will be made available on our website – but may be requested as a written copy – so that it can be shared with staff, parents/carers and visitors. The School's Complaints Procedure and Policy covers this Accessibility Plan.

The Governing Body of the School are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The Accessibility Plan will be reviewed on an annual basis or in the instance of applicable legislation changes. Safeguarding audits and Health and Safety audits will also contribute to the reviewing of this Accessibility Plan.

The Buildings and facilities at Villa Real School are fully Disability Discrimination Act (DDA) compliant.

Site Access and Audit of the School

The Site Access Audit was carried out by the Senior Management. September 2024. The Outcome, along with any resultant actions – to form ongoing Action plan – are displayed in the table below. This reviewed regularly.

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of stories	One story which is fully accessible			
Parking Bays	1 disabled parking bay for visitors			
Entrances	All entrances are level and wheelchair accessible	Yellow markings are regularly repainted for those for Visual Impairment.	R.Stokoe	
Ramps	A number of ramps on site to provide alternative access.	All ramps continually maintained.	R.Stokoe	
Toilets	There is one wheelchair accessible toilet within the School. There is an alarm in this toilet in case of emergencies.			
School Reception Area	Fully wheelchair accessible. There is the option of alternative seating upon request. Main Entrance Doors to Reception are automated and do not require any manual intervention by wheelchair users.			
Internal Signage	All signage is clearly displayed and visible	Signage needs reviewing in line with adaptations	A.Morris/ J.Allen	

	throughout the School including tactile signage for the visually impaired.	recommended by the Guide Dogs for the blind audit tools.		
Emergency Escape Routes	All routes accessible and PEEPs (Personal Emergency Egress Plan) are prepared as appropriate.	90% refreshed September 2024. New pupils and staff – November 2024.	P. Brown	
Disabled Hoists	Present throughout the School, e.g. to support pupils getting changed, access in and out of wheelchair and toileting. Trained Moving and Handling members of staff to conduct the hoists.	Repairs re hoists ongoing.	A.Morris	
Hydro Pool Hoist (CVCFC)	There are trained staff that can use this equipment to help disabled users of the pool in and out of the water.	Staff training for hydro is reviewed annually to ensure personal plans for hydro are robust and up to date. September 2024	Barbara Broadbent	
Classroom Tables – Disabled Access	Alternative tables are available throughout the School in classrooms which provide height level access for wheelchair users.			
Internal Door Access	All of the doorways within the School are wide enough for wheelchair access.			
Loop System	Within a 3 year plan or if we had a child hearing impaired, purchase would be immediate.	Investigate appropriateness and discussed November 2024 as no pupils unsupervised.	SMT	