



# Victor Seymour Infants' School **Accessibility Plan**

Victor Seymour Infants' School is part of the Greenshaw Learning Trust.  
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# Victor Seymour Infant's School **Accessibility Plan**

**January 2026**

This Accessibility Plan applies to Victor Seymour Infant's School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

## **Approval and review:**

This plan is the responsibility of: Headteacher and SENCO

This plan was approved by the Governing Body on: 20 January 2026

This plan is due for review by: January 2027

## Victor Seymour Infant's School Accessibility Plan

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:  
"a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

This plan sets out the proposals of Victor Seymour Infant's School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Victor Seymour Infant's School Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

### Victor Seymour Infant's School

Victor Seymour is a 3-form entry Infants' school with 2 nurseries. We have approx 326 pupils on roll. Our school is a one-storey building, with an external Nursery building and outside area playgrounds.

#### **Victor Seymour Infant's School vision for disabled pupils:**

Victor Seymour Infants' School is 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 committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life our the school and benefit from the learning experiences we

provide

Victor Seymour Infants' School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

**PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:**

<b>1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)</b>					
<b>Plan</b>	<b>Impact</b>	<b>Resp</b>	<b>Y1 review</b>	<b>Y2 review</b>	<b>Final review</b>
SEND needs are identified and adaptations are made to ensure that children access a rich curriculum.	Pupils with SEND have full access to the curriculum in line with their peers	SM MW			
Further increase representation of students with physical difficulties ie; participation in student voice activities, participation in extracurricular activities, student council etc	Student body representation will reflect its diverse nature.	SM MW			
To ensure a Personal Evacuation Plan has been completed and reviewed on an annual basis for pupils as they progress through the school with a disability.	Children are able to access the learning in line with the DDA	SM MW			
Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact	Improved attainment and progress for SEND students	SM MW EG			
The inclusion of SEND pupils through reasonable adjustments is carefully considered in the planning and risk assessment of educational trips and visits.	SEND pupils have access to enrichment activities.	SM MW			

## 2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Ensure every subject has access to specialist equipment and furniture where necessary	No student has impaired access to learning as a result of a lack of equipment.	SM MW			
Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	No student is impacted by a lack of accessibility to the building and environment	SM MW SMcC			
<p>There is wheelchair access to the ground level in all areas of the school. The site is accessible. There are ramps to the playground</p> <ul style="list-style-type: none"> <li>- Install a permanent ramp to the Yr 1 classroom, leading to the Year 1 outside area playground to allow access for pupils with disability.</li> <li>- Install a permanent ramp to the main access corridor leading to the main school building from the playground to allow access for pupils with disabilities.</li> </ul>	<p>The site is accessible to all</p> <p>No student is impacted by a lack of accessibility to the building and environment</p>	SM MW SMcC AB			

### 3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
The website is written in user-friendly language, with as non-complex vocabulary as we can manage	Parents and pupils feel fully involved in the life of the school and can access important information	SM MW EG SW			
To provide information to parents with EAL or disabilities in other formats e.g. information on coloured paper for parents with dyslexia or translated letters for EAL in order for pupils to deliver information for pupils.	Parents and pupils feel fully involved in the life of the school and can access important information	SM MW SW AB			
Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required	Parents and pupils feel fully involved in the life of the school and can access important information	SM MW SW AB			
Ensure that DDA compliant signage is rolled out across the school	Signs are clear and understandable for the visually impaired.	SM MW AB			