

New Valley Primary



Accessibility Plan

2023-2026

Accessibility Plan

Approved by:

Date: 20th January 2023

Last reviewed on: 20th January 2023

Next review due by: 20th January 2024

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

New Valley aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We aim to provide 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

New Valley Primary School plans to continually increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities and those with English as an additional language . Examples might include handouts, 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.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

The priorities for this Accessibility Plan were identified by:

- The Governing Body
- Head Teacher
- SENDCo
- Safeguarding Lead
- Pupils
- Parents

The plan will be made available online on the school website, and paper copies are available upon request.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equalities Policy and information
- Curriculum
- Health & Safety
- Special Educational Needs
- Behaviour
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement

The school's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Governing Body.

The school will work in partnership with PACE Academy Trust in developing and implementing this plan.

ACCESS PLAN FOR NEW VALLEY PRIMARY SCHOOL
2023 – 2026

Current Good Practice	Objectives	Actions	Person responsible	Timescale	Success criteria
Increase Access to the Curriculum for pupils with a disability					
<p>Pupils are provided with a broad and balanced curriculum which is continually revised to reflect the cultural and diverse society which we live in</p> <p>All Staff use inclusive strategies and differentiate resources according to needs identified on ASPs /EHCPs or the Bell Foundation Assessment Tracker)</p>	<p>To ensure all areas of the curriculum are accessible to all children, regardless of their disability.</p> <p>To develop staff understanding of potential barriers to learning, why a child’s ability to participate and behave in an expected way may be compromised and to have a bank of strategies to overcome these.</p>	<p>In cases where a planned activity is not suitable, reasonable adjustments will be made or an alternative will be offered.</p> <p>Staff training in Behaviour Management, Zones of Regulation, De-escalation, Child Specific Needs training (e.g. ASD) and pupils new to English to reduce issues and increase participation for all pupils</p>	<p>Class Teacher Curriculum Leads SENDCo</p>	<p>Ongoing based on need within class.</p>	<p>Pupils across the school will be able to access a broad and balanced curriculum Including extra-curricular activities.</p> <p>Pupils will be able to regulate their emotions and behaviours with increasingly less support and as a result be ready to learn. Children will receive appropriate support to access the curriculum.</p>

Current Good Practice	Objectives	Actions	Person responsible	Timescale	Success criteria
All pupils are included in all school activity, including extr-curricular, with adjustments being made to support this	Staff are confident in effectively supporting children with a range of SEND and language needs	<p>Identify Training needs and gaps for staff.</p> <p>Training for staff in areas identified:</p> <ul style="list-style-type: none"> • CPD Wednesdays • Weekly staff training • Specific specialist training 	<ul style="list-style-type: none"> • Class Teacher • SENDCo • Wellbeing Team 	Ongoing.	Staff have a range of skills and children are effectively supported through the use of a range of strategies.
During the admissions process, parents/carers are asked to identify any specific needs of the child and whether appropriate support or adaptation will be required. Written request for needs outlined on entry form.	All staff are aware of new pupils, parents and staff with disabilities.	<p>Equalities statement for all stakeholders to be included in new starter pack and information added to SIMs.</p> <p>Consider special requirements of each pupil, parent, staff member and risk assess and plan reasonable adjustments.</p>	<ul style="list-style-type: none"> • SENDCo • Senior Leadership Team • Admin staff 	Ongoing	Children transition happily into New Valley and staff are prepared to support children/families from the outset.

Current Good Practice	Objectives	Actions	Person responsible	Timescale	Success criteria
SEND plans in place that include the views of the children, parents, staff and specialist services. Recommended equipment is used by those that need it.	Review and enhance the use of SEN Specific resources and ICT to promote greater learning.	Evaluate current resources & ICT Aids. Consider further resources and technologies available which may assist.	<ul style="list-style-type: none"> • Specialist services • SENDCo • ICT Leader • Class Teacher • Teaching Assistants 	Ongoing based on need.	Better access to learning promoted by enhanced resources and ICT provision.
All children are able to attend educational visits. Risk assessments are drawn up and reasonable adjustments made to ensure access.	Educational visits to be accessible to all with reasonable adjustments being made to ensure inclusion for all.	All educational visits to be evaluated and current needs within the year group to be considered when planning visits. Pre-visits to be made to ensure provision is appropriate.	<ul style="list-style-type: none"> • Class Teacher • EVC lead • SLT 	Ongoing	Visits will be accessible for all; risk assessments show alterations and considerations.
All stakeholders access learning spaces. Risk assessments written for temporary disabilities and adaptations made accordingly.	Classrooms and learning spaces are organised to enable persons with a disability to access the environment.	Evaluate organisation of classroom prior to the class moving into the space, ensuring needs are known and considered when organising the room. If needs change classroom layout reflects this.	<ul style="list-style-type: none"> • Class Teacher • SENDCo • SLT 	Ongoing	All stakeholders with disabilities will be accessing the learning environments and resources.
Current Good Practice	Objectives	Actions	Person responsible	Timescale	Success criteria

<p>The wellbeing curriculum is embedded and differences are understood and celebrated. Children are aware of their differences.</p>	<p>To continue to improve children's awareness of disabilities/ neurodiversity / diversity, culture and language.</p>	<p>Wellbeing Curriculum, Dedicated learning weeks, assemblies to raise awareness of disabilities and diversity. Equality issues are incorporated into the curriculum.</p>	<ul style="list-style-type: none"> • Class Teachers • Wellbeing lead • AHT Inclusion • SLT 	<p>Ongoing</p>	<p>Children have a greater understanding of their differences and how they can impact on individuals, with and without disabilities.</p>
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Improving Delivery of Information to disabled children, parents and carers

<p>Communications are made by a variety of forms including: text, email, hard copy/ telephone/ meeting in person/ use of sign language/ interpreter as needed</p> <p>SLT proof read letters/ communications to ensure the content is clear and presented in a consistent font and style</p>	<p>Review current means of communications.</p>	<p>Consider type and method of communication with parents to ensure no difficulties are experienced in communication.</p>	<ul style="list-style-type: none"> • Senior leadership team • Admin team • Teachers 	<p>Ongoing</p>	<p>All stakeholders are in receipt of communications</p>
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Continual reviews taking place of SEND needs resources provided to match these	Review of support in place for children with additional SEND	Strategies and provision in place will be the most appropriate to support the children's individual needs.	<ul style="list-style-type: none"> • Class Teacher • SENCO 	Ongoing	Disabled children are appropriately accessing communication inside and outside of the classroom.
All job applications are assessed in the same way and correct/ equal procedures followed	Monitor data in relation to recruitment, retention and professional development. Encourage disclosure of	Provide equality of opportunity for staff.	<ul style="list-style-type: none"> • Headteacher • Operations Manager 	Ongoing	Current / future employees with disabilities are supported in line with the 2010 Equality Act.

Current Good Practice	Objectives	Actions	Person responsible	Timescale	Success criteria
	disability.				
Developing access to the physical environment of the school					

<p>The school is built over different heights with three distinct levels accessed by several steps in each case.</p> <p>The corridors and doorways are wide enough for wheel chair access.</p> <p>There is a ramp to access the key stage two playground. The surrounding grounds are a flat and step free surface.</p> <p>School accesses support from specialist teachers/ services for those with a visual/ hearing impairment</p>	<p>Ensure stakeholders are able to access the school</p>	<p>Identify and complete emergency evacuation procedures for any pupil who requires this</p> <p>Paths will be accessible.</p> <p>The pathways and corridors will be kept free of clutter / furniture.</p> <p>Entrances/ exits to rooms will be clutter free ensuring access</p> <p>Get quotes and fit a handrail by the steps in the swimming pool</p> <p>Purchase a portable ramp to be used as need</p> <p>Hook for After School Club (ASC) door to allow ease of access</p>	<ul style="list-style-type: none"> • Leadership Team • Class Teachers • Site Manager 	<p>As needed</p> <p>Summer 2023</p> <p>Autumn 2023</p> <p>Spring 2023</p>	<p>All stakeholders are able to access the School, its site and its facilities</p>
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Current Good Practice	Objectives	Actions	Person responsible	Timescale	Success criteria
		<p>Non- slip, block rubber on slope to ASC</p> <p>Change cloakroom pegs to allow easier access for disabled children</p>		<p>When funding available- Governor's Building and Sites / Health and Safety Committee</p> <p>Spring 2023</p>	
<p>Disabled parking space, toilets and shower facilities are available on the school site</p>	<p>Ensure disabled facilities are accessible and in good working order for disabled users.</p>		<ul style="list-style-type: none"> • Site Manager • Senior Leadership Team 	<p>Weekly</p>	<p>Disabled facilities are accessible and in good working condition.</p>