

New Valley Primary



Accessibility Plan

2023-2026

Accessibility Plan

Devised by:
S Dubben (DHT) & J Bennett (SENDCo)

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Next review due by: July 2026

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 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, and 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 Teachers 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>

<p>All pupils are included in all school activity, including extra-curricular, with adjustments being made to support this.</p>	<p>Staff are confident in effectively supporting children with a range of SEND and language needs.</p>	<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 	<p>Class Teachers SENDCo Wellbeing Team</p>	<p>Ongoing.</p>	<p>Staff have a range of skills and children are effectively supported through the use of a range of strategies.</p>
<p>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.</p>	<p>All staff are aware of new pupils, parents and staff with disabilities.</p>	<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 and staff member, and risk assess and plan reasonable adjustments.</p>	<p>SENDCo Senior Leadership Team Admin staff</p>	<p>Ongoing</p>	<p>Children transition happily into New Valley and staff are prepared to support children/families from the outset.</p>
<p>SEND plans in place that include the views of the</p>	<p>Review and enhance the use of SEN Specific resources and ICT to</p>	<p>Evaluate current resources & ICT Aids. Consider further</p>	<p>Specialist services SENDCo ICT Leader</p>	<p>Ongoing based on need.</p>	<p>Better access to learning promoted by</p>

children, parents, staff and specialist services. Recommended equipment is used by those that need it.	promote greater learning.	resources and technologies available which may assist.	Class Teacher Teaching Assistants		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.	Class Teacher EVC lead Senior Leadership Team	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.	Class Teacher SENDCo Senior Leadership Team	Ongoing.	All stakeholders with disabilities will be accessing the learning environments and resources.

<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>	<p>Class Teachers Wellbeing lead Senior Leadership Team</p>	<p>Ongoing.</p>	<p>Children have a greater understanding of their differences and how they can impact on individuals, with and without disabilities.</p>
<p>Continual reviews taking place of SEND needs-resources provided to match these for all pupils on the SEND register.</p>	<p>Review of support in place for children with additional SEND.</p>	<p>Strategies and provision in place will be the most appropriate to support the children's individual needs.</p>	<p>Class Teacher SENCO</p>	<p>Ongoing.</p>	<p>Disabled children are appropriately accessing communication inside and outside of the classroom.</p>

Current Good Practice	Objectives	Actions	Person responsible	Timescale	Success criteria
Developing access to the physical environment of the school					
Potential for Sept 2023 Intake.	To ensure access to activities for 5-year-old wheelchair user.	Members of staff to be trained in manual handling and lifting.	Head Teacher	July 2023.	Staff are equipped with the skills to lift and support the child.
<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 main playground.</p> <p>The surrounding grounds are a flat and step-free surface (with the exception of the oath leading from the hall fire exit).</p>	Ensure stakeholders are able to access the school.	<p>Identify and complete emergency evacuation procedures for any pupil who requires this.</p> <p>Paths will be maintained, clear and accessible.</p> <p>The corridors will be kept free of clutter / furniture.</p> <p>Entrances / exits to rooms will be clutter free ensuring access.</p> <p>Purchase portable ramps to be used as required.</p>	Senior Leadership Team Class Teachers Site Manager	As needed.	All stakeholders are able to access the school, its site and its facilities.

		<p>Investigate the cost for permanent ramps to be placed in the following places: steps from dining hall to KS1; steps outside hall to KS2 playground; steps from office to KS2; all fire doors.</p> <p>Check width of Rec Area gate Fencing around step in KS1 playground.</p> <p>Areas of KS1 garden to be used only with adult supervision for wheelchair users/those with physical disabilities.</p> <p>All steps to be clearly marked with black and yellow tape.</p> <p>Ensure clear signage of trip hazards - paved areas around the school.</p>		<p>When funding is available.</p> <p>Summer 2023</p> <p>Autumn 2023</p>	
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<p>Fire safety plan includes rehearsal of correct procedures including 1:1 adults, ear defenders, and managing extreme anxiety.</p> <p>School accesses support from specialist teachers/ services for those with a visual/ hearing impairment</p>		<p>Consider desk height for wheel chair users</p> <p>Fire safety to include an action for wheelchair users. Those without the physical strength to open a fire door, to never be alone inside the building.</p>		<p>Spring 2023</p>	
<p>Seating plans and teacher knowledge of pupils ensures pupils have good visibility of whiteboards and teaching resources</p>	<p>Ensure equality of access to teaching and learning materials (texts, ppts etc)</p>			<p>When funding is available.</p>	

Disabled parking space and toilet are available on the school site.	Ensure disabled facilities are accessible and in good working order for disabled users.	Change cloakroom pegs to allow easier access for disabled children.	Site Manager Senior Leadership Team	Weekly.	Disabled facilities are accessible and in good working condition.
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Current Good Practice	Objectives	Actions	Person responsible	Timescale	Success criteria
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> <p>List of approved interpreters.</p> <p>Multilingual and visual support (signs etc) to assist new joiners new to English or with language difficulties.</p>	<p>Senior leadership team Admin team Teachers SENDCo</p>	<p>Ongoing.</p>	<p>All stakeholders are in receipt of communications.</p>
<p>Continual reviews taking place of needs of children with SEND - resources provided to match these for all pupils on the SEND register.</p>	<p>Review of support in place for children with additional SEND.</p>	<p>Strategies and provision in place will be the most appropriate to support the children's individual needs.</p>	<p>Class Teacher SENCO</p>	<p>Ongoing.</p>	<p>Disabled children are appropriately accessing communication inside and outside of the classroom.</p>

<p>Job applications promote diversity and we welcome applications from those with protected characteristics. All job applications are assessed in the same way and correct / equal procedures followed.</p>	<p>Monitor data in relation to recruitment, retention and professional development. Encourage disclosure of disability.</p>	<p>Provide equality of opportunity for staff. Equality of access to interview tasks ensured.</p>	<p>Headteacher Operations Manager</p>	<p>Ongoing</p>	<p>Current / future employees with disabilities are supported in line with the 2010 Equality Act.</p>
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