

Accessibility Plan

The Valley Community School



Reviewed by: Ann Marie Owens - September 2026

Review Date: September 2027

	Summary of changes made	Reviewed By
Sep-24	Name changes to staff and children	AMO
Sep-25	Training dates updated	AMO

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1. Aims

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

Our school 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 are committed to providing an environment that enables full access to the curriculum, facilities and information that 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 in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;

- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

The Accessibility Plan will be reported upon annually at a Full Meeting of the School Governing Body in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Opportunities Policy and will similarly be published on the school website. We are committed to providing an environment that enables full access to the curriculum, facilities and information that 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 in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

The Valley Community Primary School Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to enable all stakeholders to access: the curriculum, the physical environment, and information.

2. Legislation and guidance

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body annually.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Training Plan
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- School Vision Statement
- Consultation Report

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Monitoring
Increase access to the curriculum for pupils with additional needs.	<i>Our school offers an adapted curriculum and reasonable adjustments for all pupils. Practice is adapted to ensure all pupils</i>	Moving and Handling	Completed by 8 staff June 2025 Completed annually	Annually	Monitoring of class teaching, learning support and impact on progress;

	<i>including those with identified additional needs can access the full curriculum.</i> <i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i> <i>Curriculum resources include examples of people with disabilities.</i> <i>Curriculum progress is tracked for all pupils, including those with additional needs.</i> <i>Targets are set effectively and are appropriate for pupils with additional needs.</i> <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i> <i>Pupil page profiles are written for all pupils with additional needs and outlines personal adjustments and adaptations needed.</i> <i>All school trips, residential holidays and events are fully inclusive.</i>	Epi Pen and Asthma training Dyslexia awareness training Irlen screener in-house (Training completed) Health care plans updated for those pupils who need one. TAs to carry out SALT programme	F2F Jan 26 Dyslexia Friendly School Jan 2023 – Jan 27 May 23 Teachers in conjunction with SNA where appropriate.	September Annually Every 3 years Ongoing Ongoing September Annually As advised by SALT	IEP, EHCP annual and transfer reviews (SENCO); Feedback and input from parents and external agencies. Consultation day surveys. Governor Curriculum Subcommittee; School Improvement Professional Visits. Leading Parent Partnership Award Dyslexia Award Monitored 3 x yearly by SENCO
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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Lift to upper floor • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Shower facilities and wet room. • Library shelves at wheelchair-accessible height • Wheel chair accessible classrooms and dining area • Height adjustable tables • Wheel chair accessible minibus • Low distraction working areas	Several members of staff drive the mini bus Health Care Plans updated annually PEEPs updated annually Lift service Hoist equipment service Address any concerns arising from the annual site inspection; Review Risk Assessments; Evac chair service & training Purchased July 2024 New chairs purchased (Summer 24)	Teachers in conjunction with SNA where appropriate. Teachers in conjunction with SNA where appropriate. DL DL DL/AMO Completed 05/26 Further training TBC Adaptations embedded	Annually or when needs change. Annually Annually – not currently needed Annually At least Annually or as need arises. As need arises	Monitoring of class teaching, learning support and impact on progress; EP, EHCP annual and transfer reviews (SENCO); Monitor PEEPs (Personal Evacuation Plan), Health care plans and timetables. Feedback and input from parents and external agencies. Consultation day surveys. School Improvement Professional Visits. Leading Parent Partnership Award Learning Environment Monitoring; Asset Management;
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	• Sensory room • Evacuation chairs installed • Hoist • Therapy room • Dyslexia friendly backgrounds when using technology and displays. • Colorveil • Learning boxes / resources for children to self select. • Assistive technology (personal ipads, microphones, magnifying glass etc) • Tinted books for pupils who need them • Apps eg Easy reader		MD/AMO + SNA's		Governor Resources sub-committee. Monitored by SENCO as part of monitoring cycle Trialing assistive technology through TTS e.g. KITT, Vocabulary Practice Boards, Sequencing boards, Sound buttons.
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Ensure that there is effective communication with all pupils and parents and that those with disabilities have appropriate access to information. Ensure effective communication of plans, policies and procedures. Revise all policies to ensure that account is taken of disability issues.	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Register of pupils living with a disabled parent • Video messages • Sign language interpreters when appropriate • Multi lingual staff	Update list of parents who need support. Arrange transition meeting for visually impaired parents to visit new classroom entrance and drop off / pick up procedures.	JL Class Teacher / TA	September annually July annually if needed. July annually.	Feedback and input from parents and external agencies. Consultation day surveys. Governor Curriculum Subcommittee; School Improvement Professional Visits.
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