

The Valley School

Accessibility Plan 2024

Equal opportunities lie at the heart of all that we do at The Valley School. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school.

Approved by: Mr. David Pearce and Dr. Rona Tutt

Date: 9 January 2024



Schools need to carry out accessibility planning for all Students with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: Students, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

Definition of Disability

You are defined as disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to carry out normal daily activities.

At The Valley School we are committed to providing a fully accessible environment which values and includes students, staff, parents, carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and to develop a culture of awareness, tolerance and inclusion.

The Valley School plans, over time, to increase the accessibility of provision for all our Students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Increase the extent to which Students with disabilities can participate in the **curriculum**. This covers teaching and learning and the wider curriculum of the school such as participation in clubs, sporting and cultural activities or school trips.
- Improve our **physical environment** to enable disabled Students to take better advantage of the education, benefits, facilities and services provided. This includes improvements and adaptations to the physical environment of the school and physical aids to access education. This will be facilitated through the move to our new purpose-built building, where we will include attention to colour schemes, lighting and sound so that the physical environment reflects the sensory needs of our students.
- Improve the availability of accessible **information** for students, staff, parents, carers and visitors. This includes the use of Communicate in Print, enlarged texts and a facility on our school website to enable it to be accessible in a variety of languages. We make ourselves aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

The Valley School

Ongoing Accessibility Planning...



Our Aims:

- To increase the extent to which students with disabilities can participate in the school curriculum
- To improve the physical environment of the school in order to increase the extent to which students with disabilities are able to take advantage of education and associated services provided by the school and which allow staff, parents, carers and visitors better access
- To improve the delivery of written information to students, staff, parents, carers and visitors with disabilities

	<u>Targets</u>	<u>Strategies</u>	<u>Timescales</u>	<u>Who?</u>	<u>Success criteria</u>
Curriculum	To meet the individual needs of all Students by providing specialized equipment as required and identified in EHCPs	Liaise with appropriate agencies, e.g. advisory team, OT, SALTs, etc.	As soon as possible after notification has been received	Head Teacher Heads of Years SENCo Form tutors Heads of Subjects Class teachers	Appropriate equipment and resources are readily available to enable all Students to access the curriculum.
Curriculum	To ensure that venues for School trips are appropriate (safety, access, toileting, transport, sensory needs).	Pre-visit and risk assessments carried out	Prior to each Trip/visit.	Off Site Visits' Coordinator/trip organizer Heads of Years Class Teachers	Equal opportunities for all Students to participate in off- site activities/trips

	<u>Targets</u>	<u>Strategies</u>	<u>Timescales</u>	<u>Who?</u>	<u>Success criteria</u>
Physical The building complies with legal accessibility requirements. It is wheelchair friendly in all areas.	To ensure that the classrooms are equipped appropriately to meet the needs of all students e.g. colour of furniture, walls, doors, display boards provide visual contrast for VI Students/does not induce sensory overload; check acoustics for students with HI/hypersensitivity to sound; check accessibility for wheelchair users in order to maintain dignity and independence.	Liaise with VI/HI/ASD advisory teachers to check suitability of accommodation and facilities. Utilise current research and guidelines for creating ASD colour-friendly environments/displays.	By November 2024	Head Teacher Governors SENCO	The building will meet the sensory and physical needs of all students including VI/HI/ASD and mobility impaired students/visitors. The build will be equipped with specialist desks and worktops, enabling students and visitors to work independently.
Physical	To ensure that all outside spaces around the buildings have adequate surfaces to enable students to play. To re-install/ replace / update play equipment in the outside areas to ensure all year round use for students and that it is appropriate for all students according to their needs.	Use the allocated funds for outside spaces as outlined in the budget.	December 2024	Head Teacher SLT Governors	Outside play areas will be accessible all year round and appropriate to the physical needs of all students.
Physical	Provide breakout spaces/mini sensory spaces to withdraw to.	Reserve Funds from this year's budget	January 2024	Governors Head Teacher SLT	Students will have enough space within the classroom and improved access to breakout/mini sensory areas to withdraw to.

	<u>Targets</u>	<u>Strategies</u>	<u>Timescales</u>	<u>Who?</u>	<u>Success criteria</u>
Communication	<p>To ensure that key information is available and up-to-date on the school website.</p> <p>To continue to improve positive communication between home/school through the use of Class Dojo.</p>	<p>Ensure that the website is updated regularly and that parents/carers are signposted to it.</p> <p>Hold parent coffee mornings/information sharing events e.g. within Transition events, to focus on content and navigation of website.</p> <p>Provide training to existing and new staff to ensure confidence with using Dojo and the ways it can enhance the teacher/parent relationship .</p> <p>Target and encourage parents/carers who are not using it/are new to using it and support them with this as necessary.</p> <p>Hold parent Coffee mornings/information sharing events to demonstrate Dojo.</p>	<p>Website updated as appropriate.</p> <p>On-going</p>	<p>Head Teacher/SLT Office Staff IT Technician Governors Head Teacher</p> <p>SLT, Head of ICT, Form Tutors, Family Engagement Worker, SENCo,</p>	<p>Website is used by parents/carers and visitors and updated regularly.</p> <p>Increased use of Class Dojo by staff and parents. Parents/carers are more informed about their child's achievements at school and feel more included in their learning journeys. Parents share their views/information/images, developing the conversation.</p>

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Communication	To ensure that all information shared with parents is accessible and complemented with symbols/pictures/photos /diagrams/links where needed to support the school community fully.	Ensure that the website is updated regularly and that parents/carers are signposted to it. Hold parent coffee mornings/information sharing events e.g. within Transition events, to focus on content and navigation of website. Provide paper navigation prompts where necessary/preferred.	Website updated as appropriate.	Head Teacher, SLT, Office Staff, Head of IT Governors	Website is used by parents/carers and visitors and updated regularly. Information shared in all formats continues to support parents and families within the community.
Communication	To ensure that information shared is accessible in alternative languages.	Provide links to saved documents that have already been translated into the languages identified as spoken in the school community i.e. Russian, Polish, Chinese and Bangla and/or provide a saved Word version that can be used with an electronic translator of choice and signpost links – Google Translate; DeepL	As the format was decided on in September 2023, this is now ongoing.	Head Teacher, SLT, Head of IT, Office Staff, Governors	Website and all information shared within the school community is accessible to all.

Monitoring arrangements

This document should be reviewed every 3 years, Dr. Rona Tutt (SEND Governor) Mr David Pearce (Head Teacher) and Ms Taney Howarth (Deputy Headteacher and SENCO) will review it

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting students with medical conditions policy