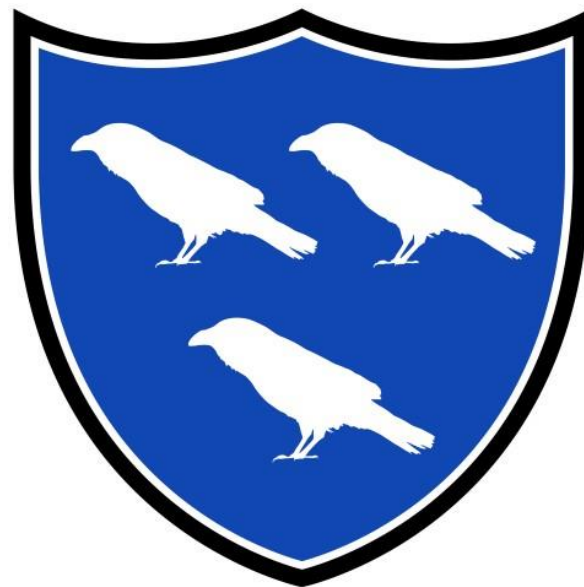


Valley Primary School



Accessibility Plan

2024 - 2027

Introduction

Valley Primary School is an inclusive school in which the achievement and well-being of every child matters. The school has been serving families in the heart of Shortlands since 1889 and today, this two-form entry school is proud to serve an ethnically rich community. Guided by our Core Values of Care, Learn Together, Aim High, Be Honest, Look After What We Have, our main aim is to nurture tomorrow's global citizens within a learning community where everyone feels valued, equal, has the opportunity to explore, develop their strengths and participate in new experiences. The children are encouraged to recognise and welcome individual differences and no child is discriminated against because of a learning need or disability. We endeavour, where appropriate, to fully include all children, whilst meeting each child's individual needs and are committed to providing, for each child, the best possible environment for learning.

Purpose of the Accessibility Plan

This plan shows how Valley Primary School intends, over time, to increase accessibility to the physical environment, the curriculum and written information for all pupils with a disability. This is linked with the school's duty to make reasonable adjustments, which includes taking positive steps to ensure that disabled pupils can fully participate in the education provided by the school and to avoid any substantial disadvantage.

Definition of Disability

Disability is defined by *The Equality Act 2010* as 'a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities'.

Aims

At Valley Primary School, in compliance with current legislation and requirements as specified under the Equality Act 2010, we aim to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Principles

In accordance with the Equality Act 2010, the school has considered the effects of impairment that may impact upon access to normal activities in drawing up this Accessibility Plan. The Local Governing Body (LGB) has used the principles:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

Areas of Planning Responsibilities

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

With this in mind this Accessibility Plan has been drawn up in consultation with Governors and sets out proposals to increase access to education for disabled pupils in the three key areas:

- **Increasing 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 after-school 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.
- **Improving access to the physical environment of the school**, adding specialist facilities as necessary. This covers reasonable adjustments and improvements to the physical environment of the school and physical aids to access education.
- **Improving the delivery of written information to pupils, staff, parents and visitors with disabilities**. Examples might include handouts, timetables, text books and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Contextual Information

Valley Primary school is a two-form entry school for children aged 4 years to 11 years old. The main entrance to the school has level access. The school comprises of a Year 6 block and the main building (which consists of the original building from 1889 housing Reception, Year 1 and one Year 2 class plus the newer 2 storey block extension built in 1998 which houses Years 2, 3, 4 and 5). There is disability access to the majority of classrooms (a lift is provided to access the second floor) and main areas of the school. There are five classrooms in the old part of the school that are accessible via steps due to the school being built on a hill. To aid with accessibility these steps have specialist hand rails inside the building. There is also a hygiene room with a shower and specialist bidet toilet in the main building. Outside areas (e.g. the playgrounds, field, pod) are accessible for all via ramps/pathways. In recent years, the number of families and pupils who have English as an Additional Language has risen considerably and, in March 2024, the percentage stands at 38% which is significantly above the National.



Increasing Access to the Curriculum

Improving teaching and learning lies at the heart of our school. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. It is key that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to attend after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child's participation jeopardised the safety of others or the child themselves.

Initiatives undertaken:

- Increase of support equipment within quality first teaching e.g. wobble cushions, shaped pencils, pen grips, reading pen
- In-house screening for Dyslexia and Visual Stress resulting in some pupils having coloured page exercise books and/or overlays
- Staff training led by school SENCO on aspects of inclusion for pupils with additional needs
- Soundfield System (Hearing Loop) is now available in seven classrooms and in the main hall for hearing impairment pupils
- Timetabled Sensory Circuits for specific pupils
- Targeted approach for pupils with additional needs to participate in the extra-curricular life of the school
- Purchase of IT resources to support pupils with SEND and includes SpLD - e.g. specialist apps, Clicker, Reading Pen, iPads
- Equality, Diversity and Inclusion (EDI) Committee established within the Trust to examine and support all aspects of inclusion
Partnership formed with Bromley Adult Education to support parents who have English as an Additional Language

Accessing the Curriculum

Objective	Strategy/Action	Time frame	Responsibility	Outcomes
<p>Training for staff on increasing access to the curriculum for all pupils</p> <p>- increase confidence of all staff in differentiating and adapting the curriculum to meet the needs of individual learners.</p> <p>- different ways of recording for pupils with disabilities/additional needs including SpLD, such as Dyslexia.</p>	<p>Offer CPD for multisensory teaching, differentiation and recording methods</p> <p>Explore the use of appropriate technology to support recording in lessons e.g. voice recognition technology, touch typing apps etc.</p> <p>Monitor staff training needs</p>	<p>Ongoing and as required</p>	<p>SENCO</p>	<p>Raised staff confidence in strategies for scaffolded support in lessons, recording and increased pupil participation</p> <p>Increased proportion of Individual Support Assistants achieving recognised qualifications in supporting pupils with SEND.</p> <p>Senco holds National Senco Qualification</p> <p>All staff have had access to outside professional's advice to support pupils in school (e.g. HI Team, Vision Team, SaLT)</p>
<p>Ensure classroom support staff have specific training on disability issues including mental health and wellbeing.</p>	<p>Staff access appropriate CPD e.g. Intimate Care training</p> <p>Monitor staff training needs.</p> <p>Mental Health First Aider appointed.</p> <p>School application for National Wellbeing Award</p>	<p>Ongoing and as required</p>	<p>SENCO</p>	<p>Raised confidence of support staff</p> <p>All staff have had access to outside professional's advice to support pupils in school (e.g. HI Team, SaLT, School Nurses)</p> <p>National Wellbeing Award achieved in March 2020.</p> <p>Mental Health First Aider appointed.</p>

Ensure all staff are aware of curriculum access for disabled children	Provision mapping maintained for each class and individual needs	Ongoing and as required	SENCO	<p>All staff aware of individual needs</p> <p>All staff have access to and contribute to pupil's provision maps so are aware of individual needs and the best way to support them.</p> <p>Provision maps show clear targets and are reviewed (half termly) evidencing the process of assess, plan, do, review.</p>
Use ICT to support learning	Enable access to laptops, iPads, recordable devices and supportive programs as appropriate	As required	SENCO IT coordinator	<p>Children able to record and access learning using ICT.</p> <p>Allocated iPads/Laptops/Apps are used to support specific pupils with SEND to meet their individual needs and to enable them to access the curriculum.</p>
In and out of school activities including breakfast and after school club are planned to ensure reasonable adjustments are made to enable the participation of all pupils.	<p>Ensure SEND children can take part equally in lunchtime and after school activities</p> <p>Risk assessments will be undertaken where appropriate.</p> <p>Providers will comply with all legal requirements</p>	Ongoing	SENCO SLT Staff leading clubs External club providers	<p>Increased access to the extra-curricular activities for all pupils with SEND.</p> <p>There is support in place for vulnerable children at lunchtimes.</p>
All educational visits to be accessible to all	Ensure each venue is risk assessed and vetted for appropriateness	As required	SENCO Education Visits Coordinator	All pupils able to access all educational visits and take part in a range of activities

Review PE resources and activities to ensure PE is accessible to all	Review PE equipment and buy in new resources to ensure individual needs are being met. Gather and share information on accessible PE and disability sports	As required	SENCO PE Coordinator	All have access to PE, participate and are able to excel. Some children need specific support or equipment and this is in place. All staff are aware of the children's needs.
Soundfield System (Hearing Loop) is extended to other classrooms	Current Soundfield system in 7 classrooms is maintained and supported by Hearing Impairment Team Ensure funding is in place so that the system can be extended as HI pupils move through the school	Annually	SENCO Bromley Hearing Team Facilities Manager	All HI pupils able to access the curriculum
Maintain the relationship with Bromley Adult Education to support parents who have English as an additional language.	Continue to engage with Bromley Adult Education. Continue to promote the language classes to all parents. Continue the partnership with Bromley's EAL strategy group.	Ongoing	Head Teacher EAL Lead	Parents continue to feel supported in accessing the school's curriculum. Increased confidence from parents in participating in different aspects of school life.
To explore the implementation of an electronic live translator in lessons	EAL Lead to visit neighbouring school where this technology is in use.	July 2024	EAL Lead	Pupils will have greater access to their learning in lessons.

	Discuss implementation at Valley with the school's IT support technicians.			
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Improving Access to the Physical Environment

Valley Primary School is continuing to grow and develop. We are a two-form entry school, with a bulge class that will travel throughout the school, meaning one year group will be three-form entry from Reception to Year 6. If provision is required, this will be negotiated when a pupil, parent or staff member's specific needs are known. We have a wide range of equipment and resources available for day-to-day use and we keep resource provision under constant review.

Initiatives undertaken:

- Hygiene room with specialist bidet fitted to offer greater independence for pupils with intimate care needs.
- Wheelchair accessible toilet with changing facilities and hoist.
- Lighting upgrade across the school
- Soundfield System (Hearing Loop) fitted in seven classrooms and the Main Hall
- Touchscreen fitted on riser rods in one classroom
- Increased car parking space near the Main Entrance with designated disabled parking.
- Handrails fitted in lower positions on the stairs to the second floor in KS2, steps in KS1 and urinals
- Additional coat hooks in corridors have been fitted to ensure clear access along the corridor pathways.
- Toilet refurbishment across the school is in process.

Accessing the Physical Environment

Objective	Strategy/Action	Time frame	Responsibility	Outcomes
<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p>	<p>To include resources and provision that increase access in the provision mapping process.</p> <p>Be aware of pupils', staff, governors' and parents' access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process</p>	<p>Ongoing</p> <p>Induction and ongoing if required</p> <p>When called for interview</p>	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>SENCO</p>	<p>Provision maps in place for all classes and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Additional funding is in place for specific children that need additional support outside of the notional budget.</p> <p>Access issues do not influence recruitment and retention issues</p>
<p>To develop and improve access to the school for wheelchair users - specifically for three classrooms in KS1</p>	<p>Research different options to improve accessibility in the main building - KS1 (access to 3 classrooms) for wheelchair users.</p>	<p>As required</p>	<p>Head Teacher</p> <p>SENCO</p> <p>Facilities Manager</p>	<p>Options have been explored and a plan is in place to provide improved access for wheelchair users.</p>
<p>Review and renew signage and external access for visually impaired people</p>	<p>Identify any hazardous areas of school for pupils and adults with a visual impairment</p> <p>Trip hazards identified and addressed</p> <p>Symbols on doors/key areas of the school. Maintenance of steps, poles, doors or identified</p>	<p>In place and ongoing / as required</p>	<p>Facilities Manager</p>	<p>Visually impaired people feel safe within the school grounds</p>

	hazards highlighted with yellow paint (e.g. A yellow strip marks step edges)			
Ensure all disabled pupils can be safely evacuated	<p>Put in place a Personal Emergency Evacuation Plan (PEEP) for all pupils with disabilities that may impede their ability to follow the usual arrangements for fire evacuation.</p> <p>Teachers and staff are aware of their responsibilities in relation to disabled pupils.</p> <p>Regularly practise evacuation to ensure all staff are aware of their responsibilities</p>	As required	SENCO	<p>PEEP is in place and is reviewed annually or sooner if individual needs change.</p> <p>Accessible fire escape routes are known by disabled pupils, staff and those supporting them</p> <p>All disabled pupils and staff are safe in the event of a fire</p>
Ensure Soundfield Systems are in classrooms to support hearing impaired	Liaise with Hearing Impairment Team regarding putting the system in specific classrooms for pupils with hearing impairment.	In place and ongoing	Bromley Hearing Team SENCO	All children with a hearing impairment have access to a Soundfield system in their classroom
Maintain safe access around the exterior and interior of the school	<p>Ensure pathways are kept clear of vegetation</p> <p>All staff have an awareness of flooring, furniture and layout for disabled pupils</p>	In place and ongoing	Headteacher Facilities Manager	<p>People with disabilities can move unhindered along exterior pathways</p> <p>People with disabilities can move safely around the school</p>

Improving the Delivery of Written Information

This will include planning to make written information that is normally provided by the school to its pupils, accessible to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable time frame. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will also need to identify agencies and sources of such materials to be able to make the provision when required.

Initiatives undertaken:

- The school website has the translate tool included
- New dual-language books have been purchased for the school library
- Where possible, key communications are translated into different languages
- School website updated listing the languages spoken by staff
- Where possible school staff are used to translate in meetings

Accessing Written Information

Objective	Strategy/Action	Time frame	Responsibility	Outcomes
<p>Review and provide information to parents/ carers and pupils (current and prospective) to ensure it is accessible</p>	<p>Provide information and letters in clear print and “simple” English</p> <p>Ensure that the school prospectus can be printed in Braille, enlarged print or in additional languages as necessary.</p> <p>Support and help parents access information and complete school forms</p>	Ongoing	<p>All staff</p> <p>School Office</p>	<p>All can access information about the school</p> <p>All parents have received information in a form that they can access.</p> <p>Support has been given to specific parents with completing referrals.</p>
<p>Ensure the delivery of information in writing in an appropriate format for all pupils</p>	<p>Provide suitably enlarged, clear print for pupils with a visual impairment</p> <p>Provide colour overlays or coloured exercise books for pupils who have visual stress</p>	As required	<p>Teachers</p> <p>TAs/ISAs</p> <p>SENCO</p>	<p>Pupils can access written information</p>
<p>Provide information in other languages for pupils or parents who may have difficulty with hearing or speak another language.</p> <p>For example: Annual review (EHCP) information to be as accessible as possible</p>	<p>Access to translators and sign language interpreters to be considered and offered if possible</p> <p>Further develop role play resources for the Early Years through incorporated packing and products that represent languages spoken by pupils.</p> <p>Offer a range of differentiated annual review formats that allow the child’s view to be gathered. Translators available where required.</p>	As required	SENCO	<p>Pupils and/or parents feel supported and included</p> <p>All able to contribute and access information discussed and given for annual reviews.</p> <p>Pupils can contribute to meetings about their progress and access needs</p>

	Develop the use of the translate function within Microsoft Teams.			
Languages other than English to be visible in school	Multilingual welcome display in the main entrance	Ongoing	EAL Coordinator	Parents/carers, visitors, staff and pupils feel welcome in our school.

	Name	Role	Date
Written by	Stephen Jackson Alex Crawford-Jones	Head Teacher Senco	March 2024
Approved by LGB			20 th March 2024
Review	Stephen Jackson Alex Crawford-Jones	Head Teacher Senco	March 2025

Review Date: March 2025