**Accessibility Plan**

**Disability Access Plan – Valley Primary School**

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| **Updated September 2025** | | |
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| **Action** | **Progress/Notes** | **Achieved?** |
| **Physical Environment** | | |
| Ramp walkway – Front entrance ramped to create level access to school. | The Fallowfield Road site has a ramp available. Old Lode Lane has ramp access at both sides of the frontage, but not currently at the main entrance.. | **N** |
| Hall fire doors changed and level access to hall created via a ramp | In place | **Y** |
| Disabled toilet created | In place | **Y** |
| **Access to the Curriculum** | | |
| Deployment of TAs to support group intervention for identified children | In place | **Y** |
| Staff training on a variety of special needs   * First aid & Pastoral care procedures reviewed * Epipen training * Administration of medicines for emergency and regular use * Complex special needs or developmental delay support strategies * Intimate care guidance | In place | **Y** |
| Peer support for SEN children assessed reviewed and organised on a regular basis | In place | **Y** |
| EAL training and provision in place | In place | **Y** |
| Reorganisation of classrooms, timetables and teaching and learning arrangements as required | In place | **Y** |
| **Delivery of Information** | | |
| Laptops/notebooks employed when appropriate | In place | **Y** |
| Large print used when appropriate | In place | **Y** |
| Immersive Reader and Ipad Capture used for photo zoom in of lesson content when appropriate | In place | **Y** |

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| **Action** | **Progress/Notes** | **Achieved?** |
| Conversion of signing, doors and access routes to meet the requirements of people with a visual disability  Use of Widgit signs for key rooms in school to aid accessibility | In place | Y |
| Timetabled teaching support for EAL children to receive additional support.  Timetabled teaching support for SEN children to receive group support. | Targeted based on need alongside adapted resources | Y |
| Staff training on a needs basis as required | In place | Y |
| Extra teaching space required to provide teaching areas where children can be taught on an individual or small group basis in an appropriate environment to meet individual need | Achieved –more teaching spaces have been created through the change of use and repurposing of different rooms. | Y |
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| **Disability Discrimination Act Survey (DDAS)**  Review priorities annually and budget as appropriate.  Ensure B priorities are completed within two years if still pertinent. |  |  |
| *DDAS - Ensure site circulation and building corridors were clear of obstructions.* | Mostly achieved by clearing the corridors but must maintain constant supervision of the whole school in this respect. | Y |
| *DDAS - A personal emergency egress plan (PEEP) should be agreed with each disabled pupil and member of staff.*  Ensure PEEPs are created as required for individual children. | Currently this would apply to our children with Cerebral Palsy and / or other complex needs who are always subject to 1:1 support in emergency situations . During fire drills this has proved effective.  Need to ensure this is reviewed annually and for each new pupil who joins us with a recognised disability. | Y |
| Whole staff training on a needs basis as required | Staff have received training on Inclusion generally plus specific training on ASD, dyslexia and non-verbal strategies due to current needs within school. We will respond to new needs as they arise and train appropriately. | Y |
| Ensure individual staff (TAs, teachers) are sent on appropriate training/CPD to enable them to support specified children. | In place | Y |
| Ensure budget/time made available to support children who require a modified curriculum. | In place | Y |
| *DDAS - There is no induction loop provision for people with hearing impairment.*  Cost out requirements and review with staff and governors to assess current priority | Under review based on the needs of the children/staff within school. | N |
| MER progress and attainment of disabled/SEN pupils termly (IEP) or sooner if deemed necessary and annually (EHCP, RAISE and school assessment). Ensure good progress and suitable attainment is being realised | In place | Y |
| Offer newsletters and other school information in large print if requested. | To be communicated with parents | N |
| Put annual questionnaire on DDA on website | To be sourced and uploaded | N |
| Ensure School Prospectus is reviewed and updated annually. | In place | Y |
| Termly parent newsletter and workshop to signpost additional support and accessible opportunities within the community | In place | Y |