

Accessibility Plan

Disability Access Plan – Valley Primary School

Updated September 2024

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Action	Progress/Notes	Achieved?
Physical Environment		
Ramp walkway – Front entrance ramped to create level access to school.	Fallowfield Road site has a ramp and Old Lode Lane does have ramp access but not 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 identified children	In place	Y
Staff training on a variety of special needs <ul style="list-style-type: none">• 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 training	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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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 one-to-one tuition. Timetabled teaching support for SEN children to receive one-to-one tuition or group support.	In place	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
Disability Discrimination Act Survey (DDAS) Review priorities annually and budget as appropriate. Ensure B priorities are completed within two years if still pertinent.		
<i>DDAS - Ensure site circulation and building corridors were clear of obstructions.</i>	Mostly achieved by clearing the corridors but must maintain constant supervision of the whole school in this respect.	Y
<i>DDAS - A personal emergency egress plan (PEEP) should be agreed with each disabled pupil and member of staff.</i> Ensure PEEPs are created as required for individual children.	Currently this would apply to our children with Cerebral Palsy and children with ASD or 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
<i>DDAS - There is no induction loop provision for people with hearing impairment.</i> 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