



Valley View Primary Accessibility Policy

Including the accessibility plan

Review September 2026 next review January 2030



Accessibility Policy and Accessibility Plan

Introduction:

As outlined in the Equality Act 2010 it is required for all schools 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.

Inline with our values of respect, responsibility, resilience and respect we aim to ensure all staff, pupils, parents, volunteers and visitors not only implement our policies but also understand and value equality and:

- Are **respectful** of all differences and understand the importance of equality regardless of sex, race, disability, religion or belief, sexual orientation, gender reassignment pregnancy or maternity.
- Are **responsible** for their actions and behaviour and do not discriminate against another as a result of sex, race, disability, religion or belief, sexual orientation, gender reassignment pregnancy or maternity.
- Are **resilient** to bias and inequality and always value equality in all aspects of life.
- Are able to fully **engage** in school life, their education and in society with an understanding of the importance of equality.

The plan will be made available online on the school website, and paper copies are available upon request.

Training:

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Training is provided each September and our Equality policy and accessibility plan are included in our staff induction procedures.

Production of the plan:

As a federation of schools we regularly review our policies and practice including consulting with staff, pupils and parents to continually review the accessibility of school and the



curriculum to all. The school council also review the plan from the perspective of the pupils in school.

The plan will be reviewed each time a member of staff, pupil, parent or volunteer joins the school with a recognised disability to ensure all efforts are made to meet the needs of each individual.

Complaints:

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.

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.

Accessibility Plan:

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



Area	Current	Improvement	Who?/ When?
Increase access to the curriculum for pupils with a disability	*Our school offers a differentiated curriculum for all pupils. *We use resources tailored to the needs of pupils who require support to access the curriculum. *Curriculum resources include examples of people with disabilities. *Curriculum progress is tracked for all pupils, including those with a disability. *Targets are set effectively and are appropriate for pupils with additional needs. *The curriculum is reviewed to ensure it meets the needs of all pupils. *ICT used including ipads, computers, sound recording devices and talk to text resources. *makaton and visual aids used *individual resources used such as pencil grips, specialist pens, cutlery	To review needs on an individual basis.	SENCO.
Improve and maintain access to the physical environment	* Ramps in corridor *Corridor wide enough for access * Disabled parking bays * Disabled toilets and changing facilities * Library shelves at wheelchair-accessible height * rails in toilets and corridor *Small reception area *automated entrance doors	Larger reception area required Automatic doors on building entrance	If and when funds allow If and when funds allow
Improve the delivery of information to pupils with a disability	*Internal signage *Visual aids including makaton and communication boards *1:1 assessment and support		

Links to other policies and documents:



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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Monitoring and Review:

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the resources committee of the governing board.



Appendix 1: Accessibility audit

Area	Description	Improvement required	Responsible person	By
Number of storeys	1 storey	none		
Corridor access	Open corridor 2 steps with rail and ramp.	none		
Lifts	none	none		
Parking bays	2 Disabled bays at entrance to school	none		
Entrances	Entrances entered by ramp and automatic doors.	none		
Ramps	2 in corridoor	none		
Toilets	1 disabled toilet	none		
Reception area	Small reception area	Larger reception	Governing board	If funding allows
Internal signage	Visual signage	none		
Emergency escape routes	Emergency lighting and lights. Number of exits	none		