

VALLIS FIRST SCHOOL

“To be the best we can be”

Accessibility Plan 2022 – 2023. Updated November 2022

This policy should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values.

Background

The Equality Act 2010 prohibits discrimination against people with protected characteristics that are specified in section 4 of the Act. Disability is one of the specified protected characteristics. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This means that, in general:

- The person must have an impairment that is either physical or mental
- The impairment must have adverse effects which are substantial
- The substantial adverse effects must be long-term
- The long-term substantial adverse effects must be effects on normal day-to-day activities

Vallis First School recognises its duties under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conducts that is prohibited 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 relevant protected characteristic and persons who do not share it

Aims and Values

The years that children spend in primary school are very important. They provide the foundation for the children’s future education and influence their attitudes to learning. We are therefore 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 promoting a culture of awareness, tolerance and inclusion.

Consultation and involvement

The development of this action plan and the actions within it will be informed by the input of staff, pupils and parents and carers by a variety of means including:

- Feedback from parent questionnaires and parents' evening
- Input from staff questionnaires or through staff meetings/INSET
- Issues raised in Annual Reviews or Review meetings, mentoring and support
- Feedback from the Governing Body

Review of progress and impact

We will review progress against our Accessibility Plan annually.

Publishing the Accessibility Plan

We will:

- Publish our Accessibility Plan on the school website and make sure hard copies are available on request
- Raise awareness of the plan through the school newsletter, staff meetings, Governor meetings and other communications

Examples of good practice already in place:

- Seating of pupils with hearing difficulties central to the classroom and closer to the front
- Seating of pupils with visual difficulties central to the classroom and closer to the front
- Visual timetables
- Pictures as well as text on labelling (also helps EAL pupils)
- Writing slopes for pupils with core instability
- Seating cushions for pupils with core instability
- Pencil grips for pupils with fine motor skill problems
- Disabled toilet installed upstairs and downstairs
- Room functions identified with signs and pictures
- Painted stair treads for pupils with visual difficulties
- Low level handrails installed for smaller pupils

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Target	Tasks	Timescale	Financial/ Resource cost	Success criteria
<p>1) School Policies Ensure all policies consider the implications of Equalities Disability Access</p>	<ul style="list-style-type: none"> Consider all policies 	Ongoing	N/A	Access to all aspects of school life for all children.
<p>2a) Physical Access to Site Ensure that access to school buildings and site can meet diverse pupil needs</p>	<ul style="list-style-type: none"> Provide parking permits for parents and children who need to gain vehicle access to the school site at drop off and pick up times 	Ongoing		Access to school buildings and site improved.
<p>2b) Physical Access to Classrooms Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements</p>	<ul style="list-style-type: none"> Plan classrooms in accordance with children’s needs, eg. Tables, seating, positioning within classroom Organise resources within classrooms to reflect children’s need Incorporate accessibility into any proposed structural alternatives Provide quiet areas within school Think beyond the ramp. Look at accessibility in all areas of school life 	Ongoing	As requested by teachers	Appropriate use of resources for diverse needs of pupils with disabilities
<p>3a) Curriculum Access Reflect identified areas of need in lesson planning and delivery</p>	<ul style="list-style-type: none"> Ongoing programme of staff training in disability awareness to reflect diverse needs of children within the school and anticipatory duties including Personal Care, Diabetes Training etc. High quality provision to encompass use of well qualified staff and good quality resources adapted for children’s needs 	Ongoing	Costs of courses and release time	Improved access to curriculum for all pupils
<p>3b) Curriculum Access Prioritise student participation in school activities</p>	<ul style="list-style-type: none"> Promote student awareness of the rights of the child: Children should have special care and support if they need it Identify and consult with pupils with SEN Ensure school activities are accessible to all students and considered within risk assessment 	Ongoing	Staff Meetings and TA Training afternoons	Increased participation in school life for students with disabilities

<p>3c) Curriculum Access Ensure access to computer technology appropriate for pupils with disabilities</p>	<ul style="list-style-type: none"> • School staff to update on available technology as appropriate 	Ongoing	As requested by SENCO – see specific children’s plans	Access to appropriate computer technology will be improved for all disabled pupils
<p>4) Communication Use of Somerset Inclusive Total Communication (SITC)- signs, symbols and pictures</p>	<ul style="list-style-type: none"> • Posters and key information translated into STC eg Golden Rules • SITC used to support communication in whole school assemblies and classes as appropriate. 	Ongoing	Training and updating staff and purchasing or making resources	Parents and children will have their understanding supported and increased.
<p>5) Delivery of Information Availability of newsletters and school documents in alternative formats including on website</p>	<ul style="list-style-type: none"> • Availability of resources for all SEN eg. Widget software, visual timetable • Link books • Letter/school documents offered in Braille/large print 	As needed	Administrator’s time	Information to pupils with disabilities and parents/ carers will be improved