

Accessibility Plan 2022- 2025

The SEN and Disability Act 2001 extended the Disability Act (1995) to cover education.

Since September 2002, the Academy Advisory Board has two key duties toward disabled pupils under Part 4 of the DDA:

- Not to treat disabled pupils less favorably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage; including educational visits.

This plan sets out the proposals of the Academy Advisory Board of the school to increase access to education for disabled pupils by the planning duties in the DDA.

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the Academy's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1A – The purpose and direction of the Academy's Plan, Vision and Values

The Academy has set the following priorities for the development of the vision and values that inform the plan:

At The Vale Primary Academy, we place great emphasis on valuing the individuality of all our pupils. We are committed to giving all our pupils every opportunity to achieve the highest standards. The National Curriculum and Good Level of Development are our starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We do this through overcoming potential barriers to learning and focusing on outcomes and assessment. We provide other curriculum opportunities outside The National Curriculum to meet the needs of individuals or groups of pupils and provide access to the life of the school for all pupils. (This includes speech and language therapy, nurture groups and mobility training).

- Our Academy aims to be an inclusive school. This means that equality of opportunity must be a reality for all our pupils. We make this a reality through the attention we pay to the different groups in our school including disabled pupils.
- Some pupils in our school have disabilities and consequently require additional resources. The school is committed to providing an environment that allows these pupils full access to all areas of learning. All of our classroom entrances are wide enough for wheelchair access and designated points of entry for our school also allow wheelchair access.
- Teachers modify teaching and learning as appropriate for these pupils. For example; they may give additional time to pupils with disabilities to complete certain activities and differentiate the tasks. In their planning, teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.
- Teachers ensure that the work for these pupils takes account of their pace of learning and the equipment they use, takes account of the effort and the concentration needed in oral work, or when using, for example; vision aids. Is adapted or offers alternative activities in those subjects where the pupils are unable to manipulate tools or equipment, or use certain types of materials, allows opportunities for them to take part in educational visits and other activities linked to their studies and uses assessment techniques that reflect their individual needs and abilities.

Academy's Priorities

- Regularly review the appropriateness of the resources/equipment used, including support staff.
- Monitor the activities undertaken in lunch-time and after-school clubs.
- Track groups/individual children using RAG/ ITAF and B-Squared (where appropriate).
- Review policies on equal opportunities and inclusion.

1B- Information from pupil data and Academy audit

The Academy has set the following priorities for the development of information and data to support the Academy's accessibility plan:

- At present our Academy population includes pupils with specific and moderate learning difficulties including asthma and certain allergies.
- The staff have received advice and training from outside agencies and we also access additional training for staff as and when a particular need arises.
- We access equipment designed to support pupils with disabilities.
- We are a single-story school with no steps to allow access into the school and class doors are wide enough to allow wheelchair access.
- We have one disabled toilet with an assisted toilet and an area designated for changing nappies.

- The staff continually review what they do by asking key questions, “Do all our pupils achieve as much as they can?” “How do the pupils themselves view their progress?”
- We are aware that the school’s future intake may include pupils with different disabilities and we have an extensive support network to different agencies that we can access if necessary.
- Staff use RAG/ITAF and B-Squared which enables us to track the progress of different groups of pupils.
- Lesson visits indicate that pupils with disabilities learn effectively alongside their peers.
- We use enlarged print and colour acetates or paper to support pupils with visual impairment.
- We track patterns of attendance and exclusion for all our pupils including pupils with disabilities and work closely with parents to monitor this.
- We have a policy for the administration of medicines.
- We support parents with the transition to special or secondary schools.

Academy’s Priorities

Improve access to learning environments (including delivery of information within the Academy).

1C- View of those consulted during the writing of the plan

The Academy has set the following priorities in respect of the consultation of the plan:

- We spend a great deal of time listening to and working with the parents of our disabled pupils. Their views are always considered and acted on for the benefit of their children. Each year we work extensively with the transition plans for our pupils. We are willing to accompany our parents to other schools and often use the “Inclusion Service” for those pupils giving concern.

Academy’s Priorities

Consult Local Authority and existing parents. Determine likelihood of receiving pupil with disabilities and plan accordingly.

2A- Increasing the extent to which disabled pupils can participate in the school curriculum

The Academy has set the following overall priorities for increasing curriculum access:

- Learning Support Assistants target the pupils at the appropriate time and in a manner appropriate to the task in hand. They aim to maintain the pupils’ independence.
- Additional training is provided as necessary according to the needs of the pupil and the needs of the teacher, support staff or in some cases, parents and carers.
- Modified print and coloured overlays are provided to support pupils as necessary.

- We seek external agency support when planning for pupils and when choosing resources and strategies to enable them to access the curriculum.
- We undertake pre-visits to the site of forthcoming Academy trips in order to be ready to deal with any difficulties that may arise rather than leaving it to chance.
- We liaise with the lunchtime supervisors in order that all pupils have full access to all activities and provision.

Academy's Priorities

Regularly review the needs of the pupils with regards to resources and support.

2B- Improving the Physical Environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services

The Academy has set the following priorities for physical improvements to increase access:

- All our classroom entrances are wide enough for wheelchair access.
- We have a disabled toilet and designated changing facilities.
- Most of our classrooms have floor coverings that reflect concerns over acoustics (carpet or vinyl).
- There is adequate signage to the school for disabled access and general information.
- We provide visual information for visual learners. For example, visual timetables for pupils with a range of disabilities who are in need of a concrete structure to their day.
- The staff may use their creativity with resources and adjust or manipulate them for pupils with disabilities.
- The staff seeks advice from the Educational Psychologist, outreach workers from the special schools and staff in other settings who may have had experience of working with disabled pupils.

Academy's Priorities

Review and audit the delivery of information to disabled pupils.

2C-Improving the Delivery to Disabled Pupils of Information that is provided in writing to those Pupils that are not Disabled

The Academy has set the following priorities for providing information for disabled pupils:

- We provide enlarged print for pupils with visual impairment.
- We make notifications to IT equipment.

Academy's Priorities

Review and audit the delivery of information to disabled pupils.

3A- Management, Co-ordination and Implementation

The Academy has set the following priorities for the management, co-ordination and implementation of the accessibility plan:

- To review and update the Academy's Accessibility Plan to comply with current legislation.
- To ensure the plan meets the needs of all pupils and any pupils who may attend the Academy in future.
- To review the plan to ensure that all staff are familiar with the needs of all disabled pupils and the training requirements.
- To ensure that any new staff are aware of the needs of all pupils in the Academy and relevant training is provided.
- To ensure that all staff, including support staff and administration staff are fully aware of the needs of any disabled pupils, staff, governor, parent/carer or visitor to the Academy.
- To ensure that the plan is consistent with, and takes account of other Academy policies, such as: Inclusion and S.E.N.

3B- Getting hold of the Academy's Plan

The Academy makes its accessibility plan available in the following ways:

- The Academy website
- Paper copy available on request
- The Academy has set the following priorities for making its plan available:
 - The Head of Academy will ensure that the plan is well set out, organised and easy to read.
 - The Head of Academy and AAB will notify parents and carers on the availability of the plan.
 - The plan can be made available in different formats e.g. enlarged print if required.

4A- Duration, review and revision

The plan is designed to cover a three year period but will be reviewed on an annual basis by the Head of Academy, AAB and SENDCo.

4B –Evaluation

At each Annual Review the plan will be evaluated to ensure it is meeting the needs of all pupils. The opinions of all stakeholders will be sought.

4C- Support from within and beyond the Academy

The Academy will regularly seek the support and advice of relevant outside agencies and meet the training needs of staff as required.

5- Plan implementation

This plan will be annually monitored and reviewed to ensure that it is being implemented according to the timetable indicated. Additional areas identified may mean that the plan will be modified or updated during the 3 year period.

Review – October 2025