

Accessibility Policy

including the School Accessibility Plan 2023-2026



Produced by	Debbie Thompson November 2017 Amended January 2021
Date Amended	Updated October 2023 Helen McLoughlin
Review Date	November 2024
Signed by	<i>November 2023 Linda Hilton</i>

This or any policy can be made available in a range of formats, large print or translation.

Introduction

Valley School is a primary special school with a specialist early years provision. We cater for pupils with learning difficulties along with associated physical, medical and sensory needs. We also cater for pupils who have social and communication needs. This plan identifies

- how the school meets the needs of children in response to the Special Educational Needs and Disabilities Code of Practice 2014
- how it considers and responds to the Equality Act 2010

Valley School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Special Educational Needs

A child or young person has SEN if they have a learning difficulty or a disability if the pupil

- Has significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her making use of facilities that are provided for children of the same age

Our children in school have an Education, Health and Care Plan. Some of our nursery children will have their needs assessed to see if they may require an EHC plan.

Access to the physical environment

Valley school is fully accessible for all people including those who use wheelchairs. It has

- Overhead tracking
- Fully accessible toilets and changing areas
- Low distraction environments and spaces for small group work
- 'Haven' and 'Blue Room' for children to de-escalate or choose to play in
- Specialist sensory room
- Hydrotherapy pool
- Dropped kerbs
- Safe and secure outside area

Access to the school curriculum

The school strives to provide a caring environment according equal value to each individual regardless of ability or background. Within this framework, it aims to create opportunities for the intellectual, personal and social development of all pupils. This is so they may realise their full potential experience success and become responsible and fulfilled members of the school, of the community and of the rapidly changing society around them.

Our curriculum at Valley has evolved over many years based on our collective experience of working with unique children with a diverse range of needs. It is tried and tested but continues to be modified to meet the changing needs of the children.

Staff are skilled and trained in delivering a wide variety of teaching approaches and to implement therapy programmes.

Access to information /Communication with parents / carers

Valley School is committed to open and honest communication with families. This is achieved by:

- Class Dojo (home/school diaries are available for those who want them)
- Regular parent meeting including annual reviews, parents' evenings and school events
- Weekly newsletter
- Individualised communication e.g. texting and emails, use of interpreters
- School website

Access to specialist support on site

Valley School provides a base for a range of professionals who offer advice, guidance and support in meeting pupil's needs. These agencies include:

- A full-time school-nurse
- Speech and Language Therapy Service
- Physiotherapy Service
- Occupational Therapy Service

There is regular input into the school from:

- Sensory Support Service
- Educational Psychology Service
- Child and Adolescent Mental Health Service

- Children’s Community Learning Disability Team
- Paediatric Consultant clinics are hosted in school

Some children at Valley School have been identified as requiring 1:1 or 2:1 health care support. This is provided by Continuing Care.

The following school policies outline how the school addresses and continues to review and improve the school curriculum. These include; -

- The school values and ethos
- SEN policy
- Positive behaviour support policy
- Equality and diversity policy

Valley School’s Accessibility Plan 2023-2026

The School Development Plan (SDP) is the main document which drives our practice forward and is central to the delivery of the School Accessibility Plan.

The key actions to increase accessibility for pupils to the curriculum, the physical environment and to information are:

Objectives	Actions to achieve objective	Responsibility	Success criteria
To continue to develop the curriculum access for the changing cohort of pupils	23-24 objectives Further refine aspects of the school designed curriculum including: - Develop teachers and where relevant teaching assistant confidence and practice around teaching: switching skills - eye gaze technology (including updating hardware) - developing communication skills using electronic AAC	Lead: HMCL SaLT and OT teams Teachers and teaching assistants	Raise teachers and teaching assistant’s knowledge and skills Improved pupil outcomes

	<p>Develop curriculum Physical Development curriculum for learners with PMLD</p> <p>Work with nursing team to risk assess accessibility for warm water swimming for children with very complex medical needs</p>	<p>Lead GL</p> <p>Lead HMCL and RR (NHS)</p>	<p>Improved pupil outcomes</p> <p>If risk assessed as safe, more pupils access warm water swimming</p>
<p>To improve the physical environment including for pupils with a visual impairment (VI)</p>	<p>Work with the LA to update classroom environments – Bbees, Owls, Squirrels, Tigers and Giraffes</p> <p><u>23-24 objectives</u></p> <p>Provide extension to wheelchair swings to increase accessibility for heavier wheelchairs</p> <p>Improve the quality of play opportunities for children on the smaller playground for children who use wheelchairs</p> <p>Work towards achieving VI mark including making whole school environment more VI friendly</p>	<p>Lead HMCL</p> <p>SLT with support of individual staff members</p> <p>SLT and AS</p>	<p>Attractive and suitable environment planned maintained/improved</p> <p>More children can access swings</p> <p>Increased range of engaging play on the smaller playground</p> <p>Whole</p>
<p>To develop pupil voice into EHCs</p>	<p><u>23-24 objectives</u></p> <p>Pupil voice systems into annual reviews is updated</p> <p>Actions from pupil voice are recorded</p>	<p>SLT and teachers</p>	<p>New opportunities to increase our children's views/voice</p>
<p>To ensure that staff are trained to meet the full range of pupils' needs</p>	<p>Full training for new staff. Annual/bi-annual up-date training for existing staff</p> <ul style="list-style-type: none"> - Medical conditions 	<p>Headteacher and multi-disciplinary team</p>	<p>Staff are trained and competent</p> <p>Staff are proactive in self-identifying training needs</p>

	<ul style="list-style-type: none">- Team Teach- Moving and handling- ASC- VI <p>Plus, specialist training linked to individual need</p> <p>Comprehensive continuing professional development programme for all staff linked to school development plan and appraisal targets</p>		
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