



VALENCE PRIMARY SCHOOL

Disability Equality Scheme and Accessibility Plan

Date:	November 2025
Date for review:	November 2026



Disability Equality Scheme and Accessibility Plan

Schools are required under the Equality Act 2010 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.

Valence Primary School is committed to ensuring equal treatment of all its pupils, employees and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. We aim to develop a culture of inclusion and diversity in which disabled people are able to participate fully in school life. The achievement of disabled children will be monitored, and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. At Valence Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

Definition of disability

The Equality Act 2010 and Special Educational Needs and Disability order 2005 (~~DDA~~) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The Act protects anyone who has, or has had, a disability. So, for example, if a person has had a mental health condition in the past that met the Act’s definition of disability and is harassed because of this, that would be unlawful. The Act also protects people from being discriminated against and harassed because of a disability they do not personally have. For example, it protects people who are mistakenly perceived to be disabled. It also protects a person from being treated less favourably because they are linked or associated with a disabled person. For example, if the mother of a disabled child was refused service because of this association, that would be unlawful discrimination.

To qualify for protection from discrimination, a disabled person no longer has to show that their impairment affects a particular ‘capacity’, such as mobility or speech, hearing or eyesight.

The school follows the London Borough of Barking and Dagenham Authority/Human Resources guidance on how all prejudice-related incidents should be identified, assessed, recorded and dealt with.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

General Duties

At Valence Primary School we will actively seek to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled persons in public life. It is also important to respect the wishes of disabled children so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

This is also known as the Disability Equality Duty (DED) and applies to all disabled children, staff and those using services provided by Valence Primary School.

In addition to the above general duty to promote Disability Equality, Valence Primary School has specific duties placed on it to:

- Appraise and update the Disability Equality Scheme Annually.
- Report on progress annually

Specific Duty

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty of producing a Disability Equality Scheme for Valence Primary School. The specific actions currently being taken include:

<p>Involvement of disabled people in developing the scheme</p>	<p>Valence Primary School will consult with disabled children, staff and service users in the ongoing development of the Disability Equality Scheme by:</p> <ul style="list-style-type: none"> • LP and Annual Reviews with SEND children/parents • Analysis of available school disability data • Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of disabled children • Meeting with parents at consultation evenings
<p>Developing a voice for disabled children, staff and parents/carers</p>	<p>Valence Primary School is developing opportunities for disabled children, staff and parents/carers by:</p> <ul style="list-style-type: none"> • Including children and parents/carers in review meetings • Including children and parents/carers in school questionnaires • Class teachers discussing issues regularly with children (via PSHE). • Use of the School council/Rights Respecting Ambassadors. • Having a cycle of agenda items at Governing Body meetings to discuss issues.

<p>Encouraging participation in public life by disabled people</p>	<p>Valence Primary School ensures that disabled children are represented and encouraged to participate in:</p> <ul style="list-style-type: none"> • Collective Worship • Performances • Sports activities • School council <p>Disabled children are included fully in normal school life. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity.</p>
<p>Eliminating harassment and bullying</p>	<p>Valence Primary School has a clear policy on anti-bullying (Dealing with conflict) which includes bullying of disabled people. This policy was last reviewed in November 2025 and is due for review in November 2026.</p>
<p>Promoting positive attitudes towards disabled people</p>	<p>Valence Primary School promotes positive attitudes towards disabled people by:</p> <ul style="list-style-type: none"> • Ensuring displays and resources reflect diversity • The curriculum positively promoting difference. • Teachers taking into account LPs when planning lessons • Use of outside agencies to support staff training • Using newsletters and web pages to promote policies
<p>Removing barriers</p>	<p>Valence Primary School removes barriers by:</p> <ul style="list-style-type: none"> • Not excluding disabled children from school trips unless a full risk assessment indicates that participation should not take place. Additional staff are allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried out for chosen trip locations. • Ensuring that all areas of the curriculum can be delivered from all classrooms. • Having appropriate seating available to provide necessary back support where required. • Installing Interactive Whiteboards at a height to allow use by wheelchair users. • Operating a Teaching and Learning Policy that requires all lessons to be accessible to accommodate the capabilities and disabilities of children. Teachers are provided with information specific to individual children. • Ensuring disabled children have access to extra curricula activities • Having disabled toilets planned for any future changes to children's toilets • Should it become necessary, Braille signs for visually impaired children will be installed

	<ul style="list-style-type: none"> • Using ramps to make all areas of the school accessible. • Having an up to date Disability Access Plan • Teachers adapting, where possible, resources and techniques to suit a wide range of learners. • All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEND children. • Following SATs guidelines to ensure that disabled children have the same opportunities as their peers. • Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Service, Health Service • Using external advisers to support LP/PSP meetings. • Using external advisers to assist with planning of PSHE programme where appropriate • Events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school. • Both St Georges Rd and Bonham Road have accessible toilet facilities, access ramps and wet rooms. <p>Painting obstacles outside the school in yellow paint for visually impaired pupils.</p>
<p>Impact Assessment</p>	<p>Valence Primary School undertakes Disability Equality Impact Assessments through specific activities:</p> <ul style="list-style-type: none"> • The school will use existing procedures for reviewing the impact of provision for disabled children e.g. LP/Annual Reviews.
<p>The Governing Body</p>	<ul style="list-style-type: none"> • Governors meetings will be held in locations that are accessible to disabled people when the need arises. • Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website and newsletters. • Parents/carers are invited to information evenings. • The School and Governors consult with parents/carers through questionnaires.
<p>What disability data is currently collected</p>	<p>Valence Primary School currently collects the following disability data (qualitative and quantitative)</p> <ol style="list-style-type: none"> 1. for all children, including those with additional needs: <ul style="list-style-type: none"> • admission forms • The total number of children • Home and contact details

	<ul style="list-style-type: none"> • Outcomes of lesson observations in place to ensure that there is a consistent process for monitoring all teaching <p>2. for children with additional needs:</p> <ul style="list-style-type: none"> • SEND LP/Annual Reviews • SEND Register • Integration of disabled children including access to the curriculum <p>3. For staff:</p> <ul style="list-style-type: none"> • The total number of disabled staff • Number of appointments of disabled staff
<p>Reviewing and monitoring</p>	<p>The above data is reported to a number of bodies such as:</p> <ul style="list-style-type: none"> • Health and Safety Governor • Leadership Team • Local Authority

The next scheduled review will be November 2026

Signed: Date:

Chair of Governors

Appendix

Aim	Current Good Practice	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
<p>Increase access to the curriculum for pupils with a disability and ensure assessment is inclusive.</p>	<p>Our school offers a board and balanced curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>Incorporate Quality First Teaching into all planning.</p> <p>Development of inclusive teaching strategies that enable full participation by all.</p> <p>Ensure pupils receiving treatment for a serious medical condition have access to teaching and the curriculum when at home and have minimal risk of contracting infections.</p>	<p>Inclusion Team to develop a range of CPD sessions linked to QFT.</p> <p>Share information with Teaching and Learning staff.</p> <p>Complete CPD sessions with Teaching and Learning staff.</p> <p>Update resources as they are required for individuals.</p>	<p>BV</p> <p>CP</p> <p>RU</p>	<p>Summer 2027</p>	<p>Examples in EYFS</p> <p>Examples in KS1</p> <p>Examples in KS2</p>

	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it</p>	<p>Ensure the individual needs of pupils are met during statutory tests.</p> <p>To monitor the resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>Termly Pupil Progress meetings with class teacher and SLT</p> <p>On-going CPD, monitoring of SMART targets.</p>	<p>Class teacher to report to SLT.</p> <p>SLT</p>	<p>On-going</p> <p>On-going</p>	
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		<p>To continue review regularly.</p> <p>Reasonable Adjustments: Ensure that adjustments (e.g., extended time, alternative formats) are available for all assessments.</p>				
Ensure pupils with SEND needs are monitored.	Use of SEND register to monitor patterns of attendance	Embed robust Monitoring Systems - maintain a monitoring system to support pupils with a disability	SEND Register Learning plan reviews Sonar tracking	BV RU CP	On-going	Progress made by pupils
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes:	To continue to monitor through health and safety help desk and	Respond to Health and safety issues.	Health and Safety Lead	On-going	Pupils can access the school building

	<ul style="list-style-type: none"> • Ramps with rails • Corridor width • Wider parking bays • Disabled toilets <p>Using ramps to make all areas of the school accessible.</p> <p>Both St Georges Rd and Bonham Road have accessible toilet facilities, access ramps and wet rooms.</p>	<p>regular safety walks. (Long term)</p> <p>Audit - Physical Spaces: Conduct regular audits of school facilities to identify accessibility issues (e.g., ramps, signage, and restrooms).</p>				
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p>	<p>To ensure any CPD that staff may require is offered.</p>	<p>CPD to be offered. Observations of school and teaching areas for signage.</p>	<p>Inclusion Team</p>	<p>On going</p>	

	<p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Makaton <p>In Print 3 to create visually supported information.</p>					
<p>Increase staff and pupil awareness of disability To increase staff and pupil awareness of emotional well-being and mental health and to recognise that, at its most complex, this may be classed as a disability.</p>	<p>CPD</p> <p>Trauma informed practise</p> <p>Behaviour Lead</p>	<p>Resource Sharing: Create a repository of resources and best practices for staff to reference.</p> <p>Remind staff how to access resources on the staff drive.</p>	<p>Staff Insets, ongoing programme of staff training in disability awareness and mental health and wellbeing awareness to reflect diverse needs of students within the school and in anticipation of duties.</p>	<p>Inclusion Team</p> <p>SLT</p> <p>ARP staff</p> <p>Whole school staff</p>	<p>On-going</p>	<p>Pupils want to come to school.</p> <p>Pupils and parents/carers feedback</p>

			<p>Purchase of resources e.g. books/ resources that promote positive images of disability.</p> <p>ARP to maintain a high profile in main school – ARP Staff to promote work carried out in the ARP. ARP Staff to provide Inset and provide support for Autism Awareness Week (AAW)</p> <p>To arrange visits, where appropriate to Borough special schools to ensure the ARP is working in line with other specialist establishments.</p>			
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			<p>Support parents to raise awareness of disability by organising selfhelp/support group via regular meetings.</p> <p>Participate in national fundraising events e.g. Jeans for genes day, and Autism Awareness Week.</p>			
Aim	Current Good Practice	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
School Policies - ensure all policies consider the implications of Disability Access.	Polices are updated annually	Ensure all policies are compliant with SEND.	Consider all policies in view of priorities. Policy cycle of review, ensure all policies are	BV RU	On-going	Polices meet the needs of the community

	<p>Shared with Gov, SLT and all school staff.</p> <p>Grievance Procedures: We have established clear procedures for reporting and addressing discrimination or accessibility issues.</p>		<p>compliant with SEND.</p> <p>Review and Revise Policies: Regularly review all school policies to ensure they promote equality and accessibility.</p>			
To work with and alongside outside professionals to ensure the best outcomes for our children	Multi-Agency Working - establish effective relationships with outside professionals e.g. OT, Physio, Occupational, Speech and Language Therapist etc.	To work with and alongside outside professionals to ensure the best outcomes for our children	To utilise Local Authority expertise - Inclusion Adviser team in relation to children with disabilities, significant additional needs, Portage, ARPs etc.	BV RU CP	On-going	Outside professionals are used within school to inform good practise