



# The Valley Primary School Accessibility Plan 2026-2029.

**Reviewed: February 2026.**

The Moorlands Primary Federation (TMPF) want all of our children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their very own 'learning adventure'. We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all of our pupils.

<b>TMPF Values:</b> Trust; Mindful; Peace; Friendship.
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### **Purpose of Plan**

This plan shows how we intend, over time, to increase the accessibility of our schools for pupils, staff, parents/carers, Trustees and visitors who may have a disability.

### **Definition of disability (Equality Act 2010)**

*A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities. (see TMPF SENDs Policy 2023 and SEN Code of Practice: 0 to 25 Years)*

### **Aims:**

- We aim to increase the extent to which pupils with a disability can participate in the curriculum (to the best of the Trust/School's ability).
- Improve the physical environment of the school/s to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided (to the best of the Trust/School's ability).
- To improve the availability of accessible information to pupils with a disability (to the best of the Trust/School's ability, within a reasonable timeframe, and will take into account pupil's and parent's thoughts).

### **Legislation and Guidance**

This document is designed to comply with the requirements of s10 of the Equality Act 2010 and relevant DfE guidance.

### **Contextual Information**

The Moorlands Primary Federation (TMPF) comprises fourteen primary schools. Each school offers its own documentation towards the Accessibility Plan due to the specific needs of each location.

### **Equality Objectives (published on the school website)**

*At The Moorlands Primary Federation (TMPF), we are committed to ensuring equality of opportunity for all pupils, staff, parents, carers and Trustees irrespective of race, gender, disability, belief, religion, sexual orientation, gender identity, age, mental health or socio-economic background. We aim to continually develop our lovely and warm culture of inclusion and diversity, as we believe, as a family of five schools full of wonderful children, that this can enable those connected to the schools to feel proud of their identity and have the ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying, challenging misconceptions and challenging stereotypes. We believe that this will enable us to create and nurture an environment which promotes love for one another. At TMPF, we believe that diversity is a strength. If we were all the same, our lives would not be as rich. The differences in British society and our community should be respected and celebrated by all those who learn with us, teach with us, support us and visit us.*

*Within our Church Schools, we follow the example set by Jesus to welcome all and love all equally as children of God.*

### **School Context and Introduction**

The Valley Primary School is located in Oakamoor. The school has a main building. Primary education is predominantly provided in the main building.

The Valley Primary School is located in Oakamoor and operates primarily from one main school building.

Site overview:

The main building is predominantly single-storey with one room located on an upper floor. Access to this upper-floor room is limited. The building contains three classrooms, a school hall/dining room, kitchen, offices and toilets. Disabled access to the main building is good, with a wide entrance door and ramped access. The school has a modified accessible toilet suitable for pupils and adults with disabilities. All classrooms are equipped with touchscreens. The school has broadband throughout the building. As of September 2025, there are no wheelchair-dependent pupils or staff.

The Valley Primary School is committed to ensuring equal access to education and opportunity for all pupils, including those with disabilities. This Accessibility Plan sets out how the school will improve access to the physical environment, curriculum information, and communication for pupils, parents, staff, and visitors.

### **Current Range of known disabilities**

All our schools have children with a range of disabilities to include moderate and specific learning disabilities/difficulties.

### **Increasing access for pupils with a disability to the school curriculum**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability classes, which are mixed-age year groups. We have two classes: Saplings Class comprises of Nursery – Year 2 and Oak Class educates Year 3 – Year 6.

### **Inclusive classes**

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age-relevant after school clubs, leisure and cultural activities and educational visits. Numbers attending sessions may be limited for a variety of reasons. These could include (but are not limited to) the event that after-school clubs/classes are over-subscribed; or in the event that numbers for participation in team/group events are limited and are lower than the number of children wishing to participate, or if child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Information about TMPF and each school is published on the website. The website carries a notice that any information published thereon is also available from the relevant school in a printed format.

**Aim: To improve the physical environment of the school/s to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided (to the best of the school's ability).**

Location	Target	Strategies	Time-scale	Responsibility	Success criteria
Main building entrance and internal corridors.	Maintain safe, accessible entry and movement for pupils with disabilities.	<ul style="list-style-type: none"> <li>*To create an annual accessibility audit</li> <li>*To provide regular maintenance of external paths and ramp.</li> <li>*To keep corridors and doorways free of obstructions</li> </ul>	Ongoing	All staff, School Leader.	Clear, safe access routes maintained; any hazards identified and resolved promptly.
All classrooms.	Provide learning spaces that support mobility and sensory needs.	<ul style="list-style-type: none"> <li>*Review Classroom layout.</li> <li>*Adjust furniture to provide clear pathways.</li> <li>*Ensure resources and equipment are accessible.</li> </ul>	Termly	Class Teachers/School Leader/Welfare Co-ordinator.	Classrooms consistently meet accessibility expectations; no barriers to movement or participation

**Aim: To improve the availability of accessible information to pupils with a disability (to the best of the school's ability, within a reasonable timeframe).**

<b>Location</b>	<b>Target</b>	<b>Strategies</b>	<b>Time-scale</b>	<b>Responsibilit</b>	<b>Success criteria</b>
Main building	Improve and external access for visually impaired people.	*Yellow strip mark step edges. *Any new signage to offer improved access.	Ongoing	Site Supervisors/ external companies.	Visually impaired people feel safe in school grounds. New signage improved access.
Office / School website / Printed communications	Ensure key information can be accessed by pupils and parents with disabilities.	*Offer large print, simplified text, audio, or translated versions when requested *Update website with accessible formatting	Ongoing	Office Secretary, School Leader, Trust Computing Team.	Alternative formats available within reasonable time; positive feedback from stakeholders.
Main building	Ensure all disabled pupils can be safely evacuated.	*Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with physical difficulties.  *Develop a system to ensure all staff are aware of their responsibilities.	Asrequired  Each September	School Welfare Coordinator/ School Leader.	All disabled pupils and staff working alongside are safe in the event of a fire.
All classrooms	Ensure accessibility to IT equipment.	Alternative equipment in place to ensure access to all devices.	On-going and as required	Class teachers and Systems Officer.	Hardware and software available to meet the needs of children as appropriate
All classrooms	Ensure hearing equipment in classrooms to support any children with hearing impairment.	Seek support from LA hearing-impaired unit on the appropriate equipment should this be necessary.	Ongoing	Class teacher and School Welfare Coordinator.	All children have access to the equipment.

Main building	All fire escape routes are suitable for all.	Make sure all areas of school can have wheelchair access.  Doors routes visual check.	On-going and as required and as appropriate  Weekly	All staff	All disabled staff, pupils and visitors able to have safe independent access routes
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**Aim: To improve communication with all stakeholders (to the best of the School's ability, within a reasonable timeframe).**

Location	Targets	Strategies	Time- scale	Responsibility	Success Criteria
Office	Ensure pupil and parent needs are recorded and met.	*Gather communication needs during admissions *Add information to Arbor. *Review during parent meetings	Ongoing	Office Staff, Welfare Co-ordinator.	All communication needs logged; adaptations made without delay
Newsletters, website, Seesaw assessment tool.	Improve clarity, readability and accessibility of information	*Provide key messages in clear, jargon-free language *Offer translations or simplified text if required *Ensure website meets guidelines.	Termly	School Leader, Office Secretary, Class Teachers.	Families report better understanding of communications; website accessibility improves.

Whole School	Staff confidently adapt communication for parents/pupils with additional needs.	*Training on inclusive and accessible communication *Provide templates and guidance.	Ongoing	SLT, Welfare Co-ordinator.	Staff report increased confidence; improved family engagement.
Whole School	Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils with a visual impairment.	As required	School Leader/School Secretary	Children with visual impairment can access appropriate documentation.
Whole School	Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information.	On-going	Trust SENDs Leader/Welfare Coordinator/class teachers.	Staff produce information to meet the needs of children with additional need.
Whole School	Languages other than English to be visible in school.	Some welcome signs to be multi-lingual.	Academic year 2025-2026	All	Improved confidence of parents to access information on their child's education.

