

Inspire - Enable - Achieve



The Vale Federation Accessibility Plan

Revised December 2019

This policy was adopted on

December 2019

The policy is to be reviewed by

December 2022



School Accessibility Plan – Booker Park and Stocklake Park Schools

The DDA, places a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. Schools are required to produce accessibility plans for their individual schools and LEAs to prepared accessibility strategies. The nature and content of plans will depend on the size of the school and the resources available to the school.

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:-

- Employment
- Education
- Access to goods, services and facilities The Equality Act also provides rights for people not to be directly discriminated against for harassed
- Buying and renting land or property
- Functions of public bodies, for example the issuing of licences
- Non-disabled person because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

Schools are under a duty to implement, review and revise their Accessibility Plans regularly. Although it is a duty to plan, it does not require a separate planning process. Booker Park and Stocklake Park's Accessibility Plan will incorporate initiatives and processes outlined in the School Development Plans and 3 year long term plan.

All children who attend our schools have special needs which are identified in the statements or Education Health Care Plans, the school has always planned and delivered the curriculum individually, reflecting a range of special learning, behavioural and physical needs and as such is an extremely inclusive and accessible school.

Schools and LA's are required to plan for:-

- Fully inclusive access for SEN pupils to the school curriculum
- Improving access to the physical environment of schools
- Improving the delivery of written information to SEN pupils and parents/carers

We provide a differentiated curriculum. We ensure all pupils can access activities that we offer and adaptations to equipment and activities are made to fulfil this aim. Lessons are differentiated and take account of individual learning difficulties. Priority is placed on pupil participation, as independently as possible. Adults are clear about the learning objectives of the lesson, class and individuals. Good communication is supported by the use of signing and symbols. All pupils have access to appropriate computer technology.

A school nurse, physiotherapist, occupational therapists, speech and language therapists, and school dog instructor, work alongside staff and parents to ensure that we meet the needs of our pupils. We adapt the curriculum and use sensory approaches for children with sensory impairments. Specialist teachers including hearing and visual impairment visit regularly to help us to ensure pupils can access learning materials and resources.

Our minibuses are designed to take wheelchairs to ensure no child misses out on school activities. We have an ongoing plan for replacement of old minibuses and through identified staff, MASKS Trustees, parents and grant providers we work hard to secure much needed funds.

The schools have a fully accessible hydrotherapy pool, Rebound Centre, soft play room, sensory rooms, sensory garden and many accessible outdoor areas. The outdoor environment is also fully accessible within early years and we have plans for additional classrooms and refurbished areas over the next few years. Improvements and refurbishments take account of needs of pupils and include improved access, efficient lighting and heating, whilst also considering the acoustics and colour schemes.

We have assessed current accessibility and identified any significant barriers to access or inclusion and have produced a list of priorities. This will be updated yearly as the new School Development Plan is written in the summer. The plan will be monitored and evaluated via the monitoring and evaluating of the School Development Plan, from which the plans derive.

Priorities Identified:

- Review of curriculum to meet the needs of all pupils
- Install cameras for gate entry system
- Development of learning space and additional toilets at Booker Park school
- Upgrade Sensory areas
- Development of learning spaces to meet needs – initially PMLD Stocklake Park
- Develop staffroom and PPA areas at SLP school
- Provide for break out areas for learning 1:1/group/Family Support Worker (SLP)
- Replace old minibuses
- Acquire additional land from Bucks CC, to include the sports field (BP)
- Improve site car parking at Booker Park
- Build sports hall and associated facilities, to include use by local community (BP)

The plan needs to be read in conjunction with the School's current School Development Plan & Site Strategic Plan & Works Plan, The Equalities Policy which replaces the Disability Scheme, the Teaching and Learning Policy, the Curriculum policy, the Assessment Policy and the LA's current Disability Equality Scheme and Accessibility Strategy.

Date of next review – December 2022

- Link: SEN Information Report