

Accessibility Plan



1. Introduction

At Vale School we recognise that children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

- At Vale School we demonstrate a commitment to inclusion wherever possible, in order to increase the participation of children with Special Educational Needs and disabilities in the curriculum, and in all areas of school life.
- The Disability Discrimination Act 1995 defines a disabled person as one who has “a physical or mental impairment which has a substantial and long-term adverse effect on person’s ability to carry out normal day-to-day activities.”
- Most children with special educational needs will not be disabled within the meaning of the Act. However, a significant proportion of those who are disabled will have special educational needs.

[References: Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005. <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>]

The integration of disabled pupils will be assessed on their individual needs. We would work with the child, the parents or carers, other identified agencies and the LA to establish their needs and requirements. We will endeavour to devise a plan to ensure they are able to access the curriculum and participate in school life.

This policy and objectives will apply equally to all staff, volunteers, governors and visitors to the Vale School.

Anti-Discrimination Duties

- It is our duty not to treat disabled persons less favourably, without justification, than their non-disabled peers.
- It is our duty to make reasonable adjustments to ensure that persons who are disabled are not put at a substantial disadvantage in comparison to others who are not disabled and vice versa.

2. Aims and Objectives

In order to provide accessibility for individuals with disabilities at Vale School we aim to:

- Maintain and where possible increase the participation of individuals with disabilities in the school curriculum.
- A physical environment that allows the access of individuals with disabilities to education and school life.
- Provision to individuals with disabilities suitable materials and resources appropriate to their needs.

3. Our Commitment to an Individual

When an individual with a disability is known to be coming to Vale School, we will aim to implement a plan that will:

- Assess any adaptations that may need to make to the environment,
- Establish what resources would need to be purchased,
- Assess if we have the required skills and expertise amongst the existing staff to support that individual,
- Assess any medical requirements. Training may be required.

However, we reserve the right to balance the ability of the school budget to meet any identified provision against how it will impact on the ability of the school to meet its wider obligations to all individuals in the school.

4. Policy Development

The school Accessibility Plan will consider short, medium and long term priorities and will be reviewed annually and will feed into the school Premises Development Plan.

Any future amendments to the school's Premises Development Plan must consider the Disability Discrimination Regulations and the school Accessibility Plan.

Appendix A - Premises Development Plan (Accessibility) - see below

Appendix A

Premises Development Plan (Accessibility)

Building works completed since September 2013 - the following improvements to accessibility were made:

- An additional hard surface play area (lower) accessible by platform lift - 2013
 - A two-storey (6 classroom) block with integral platform lift - 2013
 - Ambient toilet on upper floor of block - 2013
 - Ambient toilet by Early Years classrooms - 2013
 - Raised level of ground surface for Early Years to reduce trip hazards - 2013
 - Ramps from Early Years to first school playground - 2013
 - Disabled toilet by Reception - 2013
 - New Reception providing level access to the school building - 2013
 - Access ramps to rear doors of the 4 classrooms in the Wing - 2015
 - Improved pupil access to the southern classrooms, ICT, Studio from the main playground with the provision of a ramp - 2016.
 - Handrail to Early Years Corridor - 2020
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Future: (as at April 2021) subject to capital funding commitments

1. The disabled toilet door in EYFS opens straight onto the corridor and modesty cannot be always ensured. Explore conversion to a stable door. (Priority - Low)
2. Improve access to/from the large portacabin (year 1) to the rear playground with a 2nd ramp.(Priority - Low)
3. Improve access to/from the single portacabin with a ramp.(Priority - Low)
4. Replacement of platform stair lift by main hall with a ramp (Priority - Low)
5. Review of door widths and openers for free flow in corridors in year 2 and year 5. (older two story block of classrooms) (Priority - Low)
6. Improve access to/from pupil entrance by main corridor toilets with a ramp to main playground.(Priority -Low)
7. Replacement of doors at pupil entrance by main corridor toilets, with new accessibility doors (Priority - Low)
8. Replacement of doors at pupil entrance from EYFS playground to main corridor, with new accessibility doors (Priority -Low)

9. Consider improving access to the changing rooms on the main playground - subject to the hire extension of the units (Priority -Low)
10. Repair/replacement of the external lift to the lower playgrounds (Priority -Low).
11. Improve the access ramp from the quiet garden to the activity zone and lower netball court. This would be a cheaper interim alternative to the repair of the external lift and would also provide greater access to all the lower areas of the site (Priority - Medium)
12. Install a ground surface membrane to the Jubilee Wood path to create a surface suitable for disabled access (Priority -Low)