

Inspire - Enable - Achieve



The Vale Federation Accessibility Plan

Date policy last reviewed: September 2026
Date policy to be reviewed: September 2027

Signed by:

 Principal Date 29th September 2026

David J Perce Chair of Governors Date 30th September 2026

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Statement of intent

This plan outlines how The Vale Federation (Booker Park School and Stocklake Park School) aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment, and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of the education, benefits, facilities, and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed, and revised in consultation with:

- Pupils' parents
- The Principal
- Other relevant members of staff
- Governors
- External partners

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.

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, behavioral and physical needs and as such is an extremely inclusive and accessible school. Schools and LAs 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

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- First Aid in schools Policy
- Health and Safety Policy
- Data Protection/GDPR Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Principal will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA, and external agencies to effectively create and implement the school's Accessibility Plan.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g., by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. About our schools

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 swim instructors 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 those supporting hearing and visual impairments, 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 development plan 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 playroom, swing activity rooms and sensory rooms, sensory garden, and many accessible outdoor areas, including an outdoor Forest School area at Booker Park School. The outdoor environment is also accessible within early years, and we have plans for additional outdoor learning areas at both schools in the coming year.

Improvements and refurbishments take account of the 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:

- Development and upgrade of the multi-Sensory space, internally and externally at both Booker Park and Stocklake Park Schools
- Development of external learning spaces to meet needs, with new covered outdoor learning areas for Early Years at Booker Park School and at Stocklake Park School
- Acquire additional land from Bucks Council for the build of a new all-weather sports pitch facility for use by all pupils at both Booker Park and Stocklake Park Schools.
- Compile scheme plan for the build of new sports pitch changing facilities in conjunction with the point above, to include use by local community (Booker Park School)
- Improve site car parking at Stocklake Park including disabled parking bays.
- Create additional resource space at Stocklake for classrooms, breakout rooms, and office space for therapists/leaders

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 Curriculum policy, the Assessment Policy and the LA's current Disability Equality Scheme and Accessibility Strategy.

4. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils

with disabilities can access the curriculum on an equal basis with their peers

- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

5. Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short and medium term	Children's needs to be met through highly differentiated approach in the classroom	Quality of teaching monitoring	Principal, Head of School, Department Heads, Deputy Department Heads, Teachers	Autumn 2026 and spring 2027	All pupils have appropriately differentiated lessons	Summer 2027
	There is an ongoing need to train staff in SEND approaches	Training programme supports the development of staff skills as required	Principal, Head of School, Senior leaders	Across the year	Staff members have the skills to support the diverse needs of the school population	Summer 2027
	Children would benefit from more regular trips into the community	The frequency of school trips into the community is increased such that every pupil has a minimum of one per term	Teachers with support from school leaders	Across the year	Planning of school trips takes into account pupils with SEND	Summer 2027

6. Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short and medium term	Insufficient space to meet students' needs	Rebuilding of the Rebound building at Stocklake Park	TG Escapes	Autumn and spring 2026/7	Better facilities and space for students to learn and take part in trampolining	Summer 2027
Ongoing	Children with visual impairments needs adaptations to the physical environment to enable them to access the school	Follow advice from VI team, including yellow lines and handrails	Site team in liaison with school leaders	When needed	Building is accessible to VI students	Summer 2027

7. Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Long term	School website is not accessible to children with SEND	Audit of website	Head of Operations	Summer 2027	Website is fully accessible	Autumn 2028

8. Monitoring and Review

This plan will be reviewed on an annual basis by the governing board and the Principal. Any changes to this plan will be communicated to all staff members and relevant stakeholders.