



# VANDYKE UPPER SCHOOL

*Responsible, Respectful, Resilient. World Ready.*

Headteacher: Mrs L Ferguson-Moore

T: 01525 636700

E: office@vandyke.cbeds.co.uk

W: www.vandyke.beds.sch.uk

## ACCESSIBILITY PLAN


<b>RESPONSIBILITY:</b>	<b>FACILITIES COMMITTEE</b>
------------------------	-----------------------------

<b>PROPOSED BY:</b>	<b>FACILITIES MANAGER</b>
---------------------	---------------------------

<b>TYPE OF POLICY:</b>	<b>STATUTORY</b>
------------------------	------------------

<b>ON WEB SITE</b>	<b>YES</b>
--------------------	------------

<b>DATE AGREED BY FACILITIES COMMITTEE</b>	<b>25 SEPTEMBER 2025</b>
<b>FREQUENCY OF REVIEW:</b>	<b>ANNUALLY</b>
<b>NEXT REVIEW:</b>	<b>JULY 2026</b>

<b>APPROVED BY:</b>	<b>FULL GOVERNING BODY</b>
<b>DATE APPROVED AND ISSUED:</b>	<b>20 OCTOBER 2025</b>
<b>SIGNATURE:</b>	 <b>PIPPA BAZALGETTE CHAIR OF GOVERNORS</b>



**Artsmark  
Platinum Award**  
Awarded by Arts  
Council England



**MUSIC  
MARK**  
PROUD TO BE A  
MUSIC MARK  
SCHOOL



**Registered Office: Vandyke Upper School, Vandyke Road, Leighton Buzzard, Bedfordshire, LU7 3DY**

A company limited by guarantee, registered in England and Wales no. 7700206

1. There is a requirement under the Equality Act 2010 for schools to have an Accessibility Plan. This legislation in effect means Vandyke Upper School (the 'School') cannot unlawfully discriminate against pupils because of sex, race, disability, gender reassignment, religion or belief and sexual orientation. The purpose of this plan is to illustrate how the School will comply with its obligation provide ongoing improvements around accessibility for disabled pupils. We will do this through:
  - increasing the extent to which disabled pupils can participate in the school curriculum
  - improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
  - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
2. The definition of disability is *where a person has 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.*
3. The School recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using the School and its facilities. However, it also recognises that, for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education and the physical environment. As part of its ongoing commitment to the delivery of an inclusive educational service, the School will endeavour to ensure that disabled students receive the same standards of education as non-disabled students.
4. In the light of this, the School will:
  - I. inform all staff that its policy for the provision of educational services ensures the inclusion of disabled students. Such communications will address the legal obligation of staff and the School
  - II. provide appropriate disability awareness training for staff, which will explain the School policy towards disabled students and the effective implementation and monitoring of it
  - III. address acts of disability discrimination via existing conduct codes where appropriate
  - IV. encourage suppliers and contractors to adopt similar policies towards disabled students

5. In order to ensure that the educational services it provides effectively meet the needs of disabled students, the School will:
- I. consult with disabled students, parents, staff and disability organisations. This will provide opportunities for the School to increase access to the curriculum
  - II. plan to improve the physical environment to enable disabled people to use its services. Furthermore, the School will effectively communicate their availability to both students and staff
  - III. regularly review whether its education (and other) services are both accessible and effective for all students, and take appropriate action
  - IV. monitor the implementation and effectiveness of this policy at least annually, or more if there are significant changes
  - V. operate an accessible procedure, whereby disabled people can make improvement suggestions and request assistance
  - VI. making information more accessible by providing it in a range of ways
  - VII. Prior to admission, the School will hold an induction meeting with parents/carers of a disabled student to consider the student's accessibility needs
  - VIII. Create and maintain an action plan which will document progress in the three key areas
6. The overall owner of this plan will be the SENDCo lead, however the action plan sets out responsibility leads for individual actions
7. The following links contain useful information and guidance:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

[https://councilfordisabledchildren.org.uk/resources/all-resources/filter/inclusion-send/disabled-children-and-equality-act-2010-what-teachers?psafe\\_param=1&qad\\_source=1](https://councilfordisabledchildren.org.uk/resources/all-resources/filter/inclusion-send/disabled-children-and-equality-act-2010-what-teachers?psafe_param=1&qad_source=1)

[https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.equalityhumanrights.com%2Fsites%2Fdefault%2Ffiles%2Fguidance-reasonable-adjustments-for-disabled-pupils-in-england\\_0.docx&wdOrigin=BROWSELINK](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.equalityhumanrights.com%2Fsites%2Fdefault%2Ffiles%2Fguidance-reasonable-adjustments-for-disabled-pupils-in-england_0.docx&wdOrigin=BROWSELINK)

# Action Plan

## Increasing access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	Cost (estimate)	How can we tell if this is successful?	Date complete
Where there is no access to the lift lessons will be timetabled downstairs before the young person receives their timetable.	SEN will provide the data manager with responsibility for timetables an up to date list of young people who require this.	SENCo		The amount of changes required mid-term will reduce.	Ongoing

### Improving the physical environment

What needs to be done?	How will this be achieved?	Who is responsible?	Cost (estimate)	Success measures	Date complete
Convert manual door to automated door to A&I department	Application to CBC through their Schools Access Initiative  Submitted August 2024	Facilities Manager	CBC grant if successful	Successful installation	Awaiting outcome of application (expected Oct 2024)
Replacement of existing lights with LED panels	Site team	Facilities Manager	Approx £35 per panel	Feedback from students / staff	Ongoing
Activation of flashing lights in fire alarm sounders	Contractor	Facilities Manager	Nil - part of planned maintenance of the system	Feedback from students / staff	July 2024
Manual external Library doors converted to automated activation	Application to CBC through their Schools Access Initiative	Facilities Manager	Funded through CBC grant	Wheelchair users can now use the doors without assistance	February 2024

What needs to be done?	How will this be achieved?	Who is responsible?	Cost (estimate)	Success measures	Date complete
Provision of Evac chairs in Maths and Science block  Staff training	Application to CBC through their Schools Access Initiative	Facilities Manager	Funded through CBC grant  Training £700	Available for deployment in the event of an emergency	February 2024
Manual external B Block entrance doors converted to automated activation	Application to CBC through their Schools Access Initiative	Facilities Manager	Funded through CBC grant	Wheelchair users can now use the doors without assistance	October 2023
Collapsible bollards in disabled parking bays in new car park – manned by site team at school start and finish times	Installed by site team	Facilities Manager	£200 app	Disabled bays always available for parents / carers of students in wheelchairs	October 2023
Provision of 2 sets of hand rails in quad to allow controlled wheelchair access to C Block Art and English	Application to CBC through their Schools Access Initiative	Facilities Manager	Funded through CBC grant	Wheelchair users can now control their speed and direction on sloping approaches to C Block	December 2022
Construction of ramps across the site to assist wheelchair users to enter buildings	Completed by site team	Facilities Manager	£ 250 app	Wheelchairs users now have easier access to all buildings	Various

What needs to be done?	How will this be achieved?	Who is responsible?	Cost (estimate)	Success measures	Date complete
Manual external A&I door converted to automated activation	Application to CBC through their Schools Access Initiative	Facilities Manager	Funded through CBC Grant  £3,525	Wheelchair users can now use the doors without assistance	October 2024
Minor adaptations to changing rooms and new classroom furniture	Purchase of items by the school and fitting by site team	Facilities Manager  SENDCo		New student starting in September 2025 can use changing rooms and can have suitable desk / chair	August 2025

### Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	Cost (estimate)	How can we tell if this is successful?	Date complete
Ensure all key areas of the school have braille on doors.	Visibly checking the door fronts	Heads of department and site team		All doors will have braille on under the written signs	
Dyslexia friendly fonts should be used; Arial, Comic Sans are ideal however Verdana, Tahoma, Century Gothic, Trebuchet, Calibri and Open Sans.	All staff will be made aware of this and are regularly reminded during CPD sessions.	SENCo		Letter and information sent out to parents will be checked at regular intervals to ensure the correct font is being used.	
Fonts should be between 12-14 or larger to ensure accessibility for dyslexia students.	All staff will be made aware of this and are regularly reminded during CPD sessions.	SENCo		Letter and information sent out to parents will be checked at regular intervals to ensure the correct font is being used.	