



## ACCESSIBILITY POLICY

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The school recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using school and facilities. However, we also recognise 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 the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that disabled students receive the same standards of education as non-disabled students.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Linton Primary School the Plan will form part of the School Improvement Plan and will be monitored by the headteacher and evaluated by the Premises Governors' committee. The current Plan will be appended to this document and published on the website.

In the light of this the school will:

- Inform all staff that our 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.
- Provide appropriate disability awareness training for staff, which will explain the school policy towards disabled students and the effective implementation and monitoring of it.
- Address acts of disability discrimination via existing conduct codes, where appropriate.
- Encourage suppliers and contractors, to adopt similar policies towards disabled students.

In order to ensure that the educational services it provides effectively meet the needs of disabled students the school will:

- Consult with disabled pupils, parents, staff and disability organisations.
- Plan to make access improvements to enable disabled people to use its services. Furthermore, the school will effectively communicate their availability to both pupils and staff.
- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action.
- Monitor the implementation and effectiveness of this policy on a regular basis.
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Linton Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Linton Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan aims to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education as required by school users and within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Our Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Premises Improvement Plan
- Behaviour Policy
- Curriculum Policy
- Equality Policy and Equality Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body and is part of our Premises Improvement Plan. It may not be feasible to undertake all of the works during the life of this plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period. The next review of this is due to take place in March 2017.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website and monitored through the Governor Resources Committee.

The school will aim to work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes.

### **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. This information is requested within our own school admission forms. For parents and carers of children already at the school, we collect information on disability as part of regular discussions with parents.

### **Physical Environment**

Linton Primary School offers assistance to school users on request to gain access to our school. We have one entrance that can be accessed without steps. Classrooms have ramped access.

Classrooms have blinds fitted to enable light levels to be reduced.

Our outdoor area for use by our EYFS pupils can be accessed by ramps, has raised gardening beds and is block paved to provide a smooth surface.

The caretaker monitors the general internal condition of the school on a daily basis, also monitoring Health and Safety issues. School staff note any maintenance items for the Caretaker to attend to. Contractors are brought in for issues not within the remit of the Caretaker. This is done by the Admin Officer.

### **Curriculum**

There are currently no areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum do present particular challenges, and these are dealt with on an individual basis. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction difficulties, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. Risk assessments are carried out for visits and provision is made to support our disabled pupils.

We currently use ipads with assistive writing program to support pupils who find recording their work by writing difficult.

Teachers and teaching assistants are provided with training to teach and support disabled pupils through training days, individual courses and meetings with individual specialists. Staff work closely with colleagues from the sensory services and Speech and Language Therapists to ensure that pupils are enabled to access all curriculum opportunities, have appropriate means of communication and to devise and review targets on SEN Support Plans.

Workstations are available in all rooms to provide for pupils who have social and emotional difficulties.

Individual targets are set to allow all pupils to achieve to the best of their ability in all lessons.

Linton Primary School provides pupils who need it with access to computer technology with appropriate adaptations for our pupils. We utilise the services of SEND IT advisor, John Devlin, to assess pupil needs. There are high expectations of all pupils.

Staff seek to remove all barriers to learning and participation. Good staff pupil ratios encourage support for all pupils. Teachers and support staff adapt their teaching approaches to enable our pupils to learn effectively. Visual timetables are given to ensure the pupil is aware of the routines required throughout the day.

Reward systems are in place to support the children with positive strategies. Pupils have behaviour and positive handling plans to tackle any behavioural issues.

Each classroom is set out to provide the most positive environment to work in, to ensure the child learns effectively.

### Information

Different forms of communication can be made available to enable all disabled pupils to express their views and to hear the views of others. Parents, pupils and staff can request to receive communication from school via e-mail.

### Access Audit

The school is approximately 90 years old and some areas of the school are accessed by a small set of stairs. There are two access points from outside, with one being used the main entrance. Our main entrance has a series of steps to gain entry. The office and adult toilet facilities are located upstairs. Corridors are wide and the children's pegs are at low level. The hall is accessible to all but the stage has steps to gain access.

On-site car parking for staff and visitors is near to the school entrance. With prior notice it is possible to park in the rear yard and gain entry via a flat surface. Wide doors are located to the main entrance porch and halls.

There are currently no disabled toilet facilities. The school has internal signage to mark escape routes.

### Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and school staff will work closely with the Local Authority. Pre-admission planning will take place for any pupils who are due to be admitted to school who are known to have a disability. If necessary adaptations will be made to the premises, supported by the Local Authority.