



ACCESSIBILITY POLICY

This policy will be reviewed in autumn 2018 through process of consultation with the governing body.

1. Schools' Planning Duty

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

1.2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the 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.

1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6. The plan is to be reviewed and updated at least every three years.

THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST.

Linton Primary School, Linton, Morpeth, NE61 5SG – Tel: 01670 860361 email: admin@linton.northumberland.sch.uk

2. School Aims

2.1. At Linton Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that Linton Primary School:

- To provide an exciting and imaginative curriculum tailored to each individual.
- To inspire individuals to believe in themselves and achieve their potential.
- To provide a safe and secure learning environment that engages and stimulates.
- Embrace difference, showing tolerance and respect.
- To encourage reflection and develop a sense of awe and wonder.
- To have positive supportive relationships within the whole school community.
- To encourage collaboration between our school and the wider world.
- To promote positive role models, celebrate success and inspire achievement

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure ease of access to information to all stakeholders
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible

2.3. In addition parents of and professionals working with children and young people with a disability are consulted to ensure all needs and areas of concern have been picked up.

2.4. As stated above, Linton Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Linton Primary Schools Special Educational Needs & Disabilities (SEND) Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work etc

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

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3. Current Good Practice which supports this duty

3.1. The school's commitment to inclusivity has already been recognised by Ofsted March 2017

'The SENDCO has ensured that the needs of pupils who have special educational needs and / or disabilities are met increasingly well. She has sought out appropriate and high quality support for pupils with very specific needs. The government's additional funding for pupils with special educational needs and / or disabilities is now used well to improve the provision for their specific needs'.

3.2. Current Activities: Increasing the extent to which children with additional needs can participate in the school curriculum

3.2.1. Linton Primary School has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

3.2.2. The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Northumberland County Council SEND team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate and additional top-up funding used effectively.

3.2.3. The school's pastoral approach provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4. The school works closely with specialist services including:

- Advisory Teacher for Visually Impaired
- Portage Workers
- Early Years Team
- Speech and Language Therapists
- Educational Psychology Service
- Northumberland County Council SEND
- CYPS
- Primary Mental Health Team
- GPs, paediatricians and specialist health teams
- Locality health Visitor Team
- School Nurse Team
- Behaviour and ASD Support Team
- Other advisory services and charities

3.2.5. The school's governors, teachers, teaching assistants, and admin officer have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

3.2.6. Facilities and support currently on offer at the school include:

- SENDCO
- Designated areas and support for 1:1 or small-group work
- Social and Emotional small group work
- iPads / access technology
- Range of literacy and maths intervention programmes
- A range of bespoke interventions
- A range of specialist equipment
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits and residential trips.
- Advice and support from specialist support teams
- Outdoor learning
- Transition arrangements, planning and support

3.2.7. The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.3. Current Actions: improving access to the physical environment of the school

3.3.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.3.2. There are currently no parts of the school to which children with additional needs have any different access to other children.

3.3.3. In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

3.4. Current Actions: Improving the delivery of information to persons with a disability

3.4.1. School staff are aware of the services available for converting written information into alternative formats.

4. Current Position

Our current school position, including the provision we offer to our SEND pupils, is reflected in our SEND Information Report and Equalities Report. We currently have 25 mainstream pupils in Reception to Year 6 on roll.

The proportion of pupils with SEND Support is significantly above national averages whilst the proportion of pupils with an Education Health Care (EHC) Plan is above the national average.

The school is over 90 years old and some areas of the school are accessed by a small set of stairs. There are four access points from outside, with one being used as the main entrance. Our main entrance has a series of steps to gain entry. The hall is accessible to all. 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 is a disabled toilet and shower facility set up to deal with high medical needs. The school has internal signage to mark escape routes.

If necessary further adaptations will be made to the premises.

5. Review and Implementation

5.1. The **Accessibility Plan** is reviewed annually by the Local Governing Body. In addition, it will be reviewed three yearly by the Resources Committee following consultation with the larger school community, parents and School Council.

5.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

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