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Linton CE Infant School

Policy for:

Accessibility

Agreed by: Curriculum and Data committee
Date: February 2020
Review Date: February 2023

Linton CE Infant School: where happiness and achievement go hand in hand

The staff and governors at Linton C.E. Infant School provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating a caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future.

At Linton CE Infant School we have high expectations of everyone and aim to provide high quality learning opportunities so that each child achieves to their potential. Everyone is important and included in all aspects of school life. We celebrate everyone's unique talents and successes and aim to give every child the best start to their education journey and inspire them to be lifelong learners.

At Linton C. of E. (Aided) Infants School we are determined to meet the educational needs of all our pupils through:

• Provision of an equal opportunity to participate in the broad, balanced curriculum of the school which is differentiated to their needs;
• Giving individual consideration and making special provision for children with special educational needs and disabilities to help them reach their potential; • Working in partnership with others as necessary;
• Identifying and meeting their needs as soon as possible;
• Encouragement of those with special educational needs to become independent and take responsibility within the school;

The Equality Act

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.
Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:
• Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
• Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.
• Not to treat disabled pupils less favourably for reasons related to their disability

• To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
• To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.
• 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.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, showing how the school will address priorities identified in the plan. This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:
• To provide safe access throughout the school for all school users, irrespective of their disability.
• To ensure that the teaching and learning 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.

At Linton CE Infant School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

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.

Linton CE Infant School 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.

This 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 contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties underthe 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan will be reviewed by the Governing Body

Intent	Led by	Implementation (Actions)	Resources/Cost	Timescale	Impact
Curriculum Access					
Ensure that Pupil Passports collate all relevant and key information in one place to ensure all staff can support children effectively and ensure they achieve their potential.	SENCO	• Review current paperwork • Collate key documents into one working document that can be shared with all staff • Ensure pupil voice is central • Share revised format with all staff and update	Training time SENCO time	April 2020	All key information that outlines the best way to support a child is in one document that can be shared with all relevant people. The voice of the child will be highly visible and central to the support given.
Continue to develop teacher's knowledge on differentiating the curriculum and ensuring all children have access to the curriculum.	SENCO/SLT	• Ongoing staff training on a variety of strategies including learning without limits, dialogic teaching, Word Aware, shape coding • Monitor planning and teaching to assess impact of implementation	Training time	Ongoing	All children have access to high quality teaching and support. All children have access to strategies that are found to support speech and language development which can be a huge barrier

					to children in accessing all areas of the curriculum.
Upskill support staff to use strategies and techniques to give all children access to high quality support within the class environment.	SENCO/SLT	• Train new support staff in techniques used • Share strategies with teaching staff to ensure these are planned in • Monitor impact of these strategies through observation, work scrutiny and planning	Training time	Ongoing	All support staff are highly skilled in supporting all children to access all areas of the curriculum.
Continue to develop the support we offer in terms of emotional wellbeing and mental health which can be a barrier to some children accessing the curriculum.	SENCO/Pastoral Support/SLT	• Document all the approaches we currently offer both internally and external agencies that we refer to. • Source further training for pastoral support worker and TA's to deliver a widening range of support	Time allocated to pastoral support. Training. SENCO time to collate information.	Ongoing	There is a widening grange of support that we can offer children both within school and externally to support mental health and wellbeing. Staff can confidently signpost parents to support. Children who need it can access support to diminish the

					difference in performance.
Review organisation and access to resources to promote independence.	All staff	• Teachers audit their own classrooms to ensure that labels ensure access to all (e.g. pictures, clear labels) • Ensure that resources are accessible by all children.	Time Labels	Reviewed annually	All children will be able to independently access resources to support them in their learning.
Physical Access					
Ensure fluid movement through a classroom	SLT/site manager	• Ensure children with physical aids e.g. wheelchairs, walkers can easily self-navigate around the classrooms without causing danger to themselves or others		Reviewed as required	All children will be able to move around their classroom safely. They will be able to access all areas and provision available.
Ensure fluid movement around school	SLT/site manager	• Ensure all children and adults can self-navigate around the school safely without danger to themselves or others. • Ensure safe access is possible for them in all areas of the school		Reviewed as required	All children and adults within school will be able to move around the school safely. Everyone will be able to access all areas and safely evacuate

					the building if required.
Provision of toilet facilities to meet requirements of those with additional needs	SLT/SENCO/site manager	• Ensure there are wheelchair accessible toilets available. • Follow advice from health professionals including OT and include supportive aids where needed	In place	In place and ongoing	All children and adults have access to appropriate and safe toilet facilities. Children and adults self-care needs can be met independently or with support as required.
Access to written materials					
Ensure written materials are available in alternative formats so all stakeholders can access them	SLT/Office staff	• As need is identified staff will source information from local authority about alternative forms of communication e.g. translated into different languages, braille	Alternative forms available as required	In place and ongoing Other forms available as required	All stakeholders can access information shared by the school.
Ensure everyone can access materials	All staff/Office staff	• Display information in a variety of ways to suit needs of all e.g. signs on classrooms, newsletters, Class Dojo, Parentmail, school website.	Leaflets, newsletters, website	In place and ongoing	All stakeholders can access information shared by the school.

		• Ensure language used in communication is simple and avoids acronyms or educational jargon. • Be aware of any families where information may need to be passed on verbally			
Ensure all parents/carers can communicate easily	SLT	• Have a range of options available for parents to communicate e.g. telephone, emails, Class Dojo, face to face	Class Dojo, website	In place and ongoing	All stakeholders can easily communicate with the school in a method that they prefer.