



Everyone is equal, everyone is different
and everyone is welcome

LINTHORPE COMMUNITY PRIMARY SCHOOL

Three Year Accessibility Plan

2019 -2021

Purpose

Under the Equality Act 2010 all schools/academies 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.

Scope

The Accessibility Plan contains relevant and timely actions 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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or educational 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, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

This Accessibility Plan should be read in conjunction with other related Linthorpe Community Primary School and Legacy Learning Trust and policies and guidance documents.

Ethos and values

The Trust Board of Linthorpe Community Primary School (The Legacy Learning Trust) and Local Academy Committee (LAC) is fully committed to meeting the requirements of both the Equality Act 2010, as applicable to those staff, pupils and members of the public who have restricted:

Mobility

Manual dexterity

Ability to lift, carry or move everyday objects

Speech, hearing or eyesight

Physical co-ordination

Continence

Cognitive ability, memory, or ability to learn

Risk perception or physical danger

Physical Access

There is excellent physical accessibility to all areas within Linthorpe Community Primary School. The building has the following features:

- Non-stepped or gradient ramp access/egress
- Adequate space in circulation areas
- Disabled access toilets and changing facilities
- Disabled access to all communal and eating areas

This is to be further enhanced by:

- Assessing the safety needs for pupils with a disability (P.E.E.Ps) that may affect their physical or emotional well-being. This will inform further modifications as reasonably practicable.
- Continually reviewing the environment of the school and the way we plan, prepare and deliver the curriculum, adapting to the needs of new users of the academies facilities.

The requirements of the DDA will be taken into account when planning any changes to the premises (including minor improvements) as we develop and expand the academy facilities.

Organisation and access to the curriculum

At Linthorpe Community Primary School, we believe that everyone is equal, everyone is different, everyone is welcome and everyone achieves their best. We have an ethos of making pupils feel safe and treating all stakeholders with dignity, regardless of their disability. All pupils have access to a diverse and enriching curriculum, which may be modified where necessary, according to individual need. We will also undertake the following actions:

- Developing an understanding of disability with all pupils through positive role models across the curriculum
- Avoiding using stereotypes
- Developing language that emphasises the person rather than the disability
- Continually reviewing our extra-curricular and enrichment provision to ensure all pupils with a disability can be included and where this is not possible, provide learning experiences which promote similar development of knowledge and understanding.
- Where reasonably practicable, prescribed medical procedures will be followed to ensure equality of access for pupils, carried out by appropriately trained staff.

Improving information to pupils, staff, parents/carers and visitors

- Any learning materials provided to pupils will be modified by teaching staff to take account of their disabilities and maximise progress. Ongoing CPD will be given to staff in response to our self-evaluation and particular needs of needs.
- Where there is a physical modification needed to improve information sharing (e.g. projector software for visual impairment, radio-aid for hearing impairment) we will work with relevant agencies to seek funding and train staff and pupils.
- We will accommodate parents with a disability or other needs to the best of our ability by providing additional services as needed. e.g. ensuring there is a sign language interpreter at meetings, ensuring text is provided in large print, allocating a key member of staff to communicate essential information where literacy is a barrier.

Linthorpe Community Primary School – 3 year Accessibility Plan 2019-22

Strand 1: Improving the Physical Environment Objectives	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
<p>Alterations to the existing lower school to change it into classrooms will consider the needs of people with a disability and/or sensory impairment. Such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.</p>	<p>Audit needs as part of any arising site works.</p> <p>Delegated Budget</p>	<p>School fully complies with Fire Regulations and Health & Safety Regulations.</p>		
<p>Provide ASD / dyslexia friendly classrooms, where need is identified</p>	<p>Enlist specialist staff to advise on making classrooms and resources more accessible to Autistic / Dyslexic learners.</p> <p>Notional SEND budget/ High Needs Funding</p>	<p>Removal of potential barriers to learning Lessons demonstrate a knowledge of diversity</p>		

Strand 2: Improving access to the curriculum Objectives	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
The school will continue to seek and follow the advice of LA services, such as the SEN Team and of appropriate health professionals from the local NHS Trusts	Be proactive in accessing advice and support from other professionals.	Remove barriers to learning and participation; All staff are fully aware of pupil needs and strategies to support them and enable students to fulfil their potential.		
Ensure all staff have full information about pupil needs Ensure all staff are aware of the routes of enquiry should they need to access further information	Update care plans for children with a disability and incorporate diagnoses into SEN Support Plans (SEND Team ongoing) Ensure that the classroom is optimally organised for disabled/medical/sensory pupils. Review transition arrangements to include earlier and continued links with Secondary SENCo's; identify additional transition opportunities for pupils who may need further support transferring to secondary school. (annually)	Remove barriers to learning and participation; All staff are fully aware of pupil needs and updated with any changes. As a result of this, pupils' needs are effectively met upon entry to Linthorpe Community Primary School. All pupils with a disability have full access to the curriculum and are making progress in line with their expectations.		
Ensure all exam concessions are identified and implemented in accordance with JCQ requirements.	Audit needs of pupils; Implement testing ; Share and plan with staff; SATs arrangements made as required	All pupils and parents are clear when SATs concessions apply; there are effective management arrangements in		

<p>Consider the roles of staff and ensure all teachers are fully skilled in supporting pupils with a disability</p>	<p>The roles and deployment of staff are reviewed annually in line with Job descriptions, performance management and career progression. Provision of CPD (ongoing) Monitoring through work scrutiny (Ongoing)</p>	<p>Removal of all barriers to learning and participation; Staff are confident fulfilling the roles for which they are employed and all pupils with a disability have appropriate differentiation and are making expected progress.</p>		
<p>Ensure pupils with a disability which affects behaviour (i.e ADHD) have appropriate and effective provision to enable them to access the curriculum</p>	<p>Commission external providers where necessary (Ongoing) Evaluate behaviour needs of pupils and adjust curriculum to promote improved behaviour/rewards (ongoing) Review progress (ongoing) Provide Behaviour Support plans to suit needs of pupils Training programme for specialist Behaviour and Pastoral staff (Ongoing) Delegated School Budget</p>	<p>Removal of all barriers to learning and participation; pupils whose behaviour is as a result of their disability receive specialised support to improve their behaviour and access a curriculum appropriate to their need, making expected progress. Accurate records are maintained; improved data assists with whole school planning.</p>		
<p>Ensure medical needs of pupils are well understood and plans are in place for them.</p>	<p>Annual audit of medical needs Identify and implement training plan for first aiders and named key workers. Follow graduated response for pupils with significant medical conditions where this impacts on cognition (Ongoing) Delegated School Budget</p>	<p>All relevant staff are aware of pupils' medical needs and plans are clear and implemented effectively. Staff training is implemented where necessary.</p>		

Strand 4: Equality Act / Public Sector Equality Duty - Whole academy actions	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
Provide information for parents in alternative formats, when required	Typical information to consider: Use technology to provide parents with information in various formats (i.e Text) and languages. Teachers available to discuss with parents should they be struggling to access information Interpreter used when required Website translatable	Improved communication with parents/carers.		