**School Accessibility Plan**

Linton Heights Junior September 2024

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1. **Introduction**

**Schools’ duties around accessibility for disabled pupils** Schools, Trusts 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;

and

* 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 of Linton Heights Junior School (LHJS) 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, (Appendix 1) 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.

1.1.1 At LHJS we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

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

**1.2 Considerations when writing the Accessibility Plan**

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 DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities. 3. LHJS is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

* Disability Equality Scheme
* Special Educational Needs
* Equal Opportunities
* Inclusion

4. This plan considers the following three areas as identified in the introduction: 4.1 Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation 4.2 Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

4.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

5. **Increasing the extent to which disabled pupils can participate in the school curriculum.** The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with Anglian Learning Trust; the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate. The school special educational needs team provides additional support for pupils and supports teachers in implementing strategies for improving pupils’ behaviour and access to learning. The school works closely with specialist services including:

* Hearing Impaired Children’s service
* Visual Impairment Advisory and Support Service
* Occupational Therapists and physiotherapists
* Speech and Language Therapy

6. **Improving access to the physical environment of the school** This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Linton Heights Junior School.

7. **Improving the delivery of information to disabled persons** Staff members are aware of the services available through the LA for converting written information into alternative formats. 8. This Access Improvement Plan is reviewed annually by the Resource Committee governors.

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| **Priority** | **Lead**  **People** | **Strategy / Action** | **Resources** | **Time** | **Success**  **Criteria** |
| Availability of written material in alternative formats | SENCO | When need arises, staff will be made aware of services available through LA  Disabled people aware of facilities through signs and newsletters etc. There will be improved availability of information for parents – display appropriate leaflets for parents to collect. | Contact details & cost of translation / adaptation | When need arises | Information to disabled pupils / parents as appropriate.  Written information available in alternative formats.  Take-up of information leaflets by parents. |
| Training for teachers on differentiating the curriculum & adaptive teaching and effective communication with parents | SENCo  DH / HT | Staff training and meetings with parents of SEN pupils arranged | Training time  TA time allocated | In place & ongoing | Increased access to the curriculum  Needs of all learners met  Parents fully informed |
| Training for staff on increasing access to the curriculum for disabled pupils | SENCO | When need arises there will be staff training on signing / Braille etc.  On-going training on Aspergers Syndrome/ ADHD. | Training time  TA time allocated | In place & ongoing | Increased access to the curriculum  Needs of all learners met |
| Appropriate use of specialised equipment to benefit individual pupils and staff | SENCo  DH/HT | Specific training in word processing skills  Sloping boards and adjustable tables for pupils with fatigue problems or physical disability.  Coloured overlays for pupils with visual difficulty.  Specially shaped pencils and pens for pupils with grip difficulty. Staff trained as appropriate. | Specialist equipment as listed | In place & ongoing | Increased access to the Curriculum  Needs of all learners met. |
| Provision of wheelchair accessible toilets with changing facilities | HT | Maintain a wheelchair accessible toilet. | In place | In place and ongoing | Extra facilities may need to be made available pending the advice given by a staff member |
| Fit grab rails where necessary to aid  movement around school | HT/ site manager | Maintain grab rails around school site, including classrooms and other appropriate locations. To  review and update following discussions with adviser. | Cost of new grab rails as needed. | In place and ongoing | To be reviewed pending advice given by disabled staff member |
| Improve independent access within school | HT/ site manager | Ramps to ensure access to all parts of the building. | Cost of ramps to be investigated | To be discussed | To be reviewed pending advice given by disabled staff member |
| Ensure effective access from poolside to water | HT | Maintain purpose built disabled changing facility, complete with hoist. | Maintain Pool changing rooms | Ongoing | Physical accessibility of swimming pool increased  To be reviewed pending advice given by disabled staff member |
| Maintain Safe Access around exterior of school | Site manager | Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise. | Cost included in ground`s maintenance contract | ongoing | Disabled people to move unhindered along exterior pathways |
| Improvements to help the people with hearing loss | HT | Hearing loop to be fitted in main reception and hall if required | Cost of hearing loop ( supply, install and train) | When deemed necessary. | Pending discussion with Infant School and respective parents. |

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| This policy was approved | September 2024 |
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| This policy will be reviewed | September 2025 |
| Member of staff with responsibility for review | James Puxley |
| This policy was consulted with: | LHJS LGB |