

**Linton Primary School**

**Accessibility Plan**

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Accessibility Plan 2023-26  
**LINTON PRIMARY SCHOOL**  
**ACCESSIBILITY PLAN**  
**July 2023 - July 2026**

**Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 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 a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of Linton Primary 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, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

- **Priority 1:** Increase the extent to which disabled pupils can participate in the school curriculum
- **Priority 3:** Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Target	Action	When?	By whom?	Success criteria
Short term Ensure parents / carers with visual disabilities are able to access school information	Maintain information on school website stating that all documents are available in large print on request.	July 2020 Then on-going	AM	Large print size available as needed. Documents available on different coloured paper/ different fonts as required.

<p style="text-align: center;"><b>Short term</b></p> <p>All materials and resources to be accessible to all pupils</p>	<p>All materials and resources, including NCT papers to be checked for clarity, layout, print size and accessibility before use.</p> <p>Apply for modification of NCT papers for KS2 as necessary</p> <p>Download required accessible versions of KS1/ Phonics materials for testing</p> <p>I-pads/laptops/ specialised VI equipment to be used to enlarge text and images</p>	<p style="text-align: center;"><b>Ongoing</b></p> <p style="text-align: center;">Sept 23</p>	<p style="text-align: center;"><b>All staff</b></p> <p style="text-align: center;">Current Y2 staff ( 23-24)</p>	<p>All materials will conform to the required specifications and advice sought where necessary.</p> <p>All reasonable requests will be considered</p> <p>Support from VI team to support VI child able to connect to the IWB to see images and to be able to write on bespoke tablet</p>
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	<p>Visualisers to be used to clearly model expectations for learning</p> <p>Staff to choose suitable colours for recording on flipcharts or whiteboards to improve clarity</p> <p>Coloured overlays and paper to be used to avoid visual stress.</p>			<p>Copies of text used on the board to be available in class</p> <p>Children able to access text more easily</p>
<p>Pupils with disabilities to have appropriate adult support</p>	<p>Individual needs to be assessed</p> <p>Information from family and external agencies to be collected</p> <p>Planned transition activities to take place to pre-empt challenges</p>	<p>On entry to school</p> <p>At transition points</p> <p>As needs change</p>	<p>Class teacher with SENDCO</p> <p>Other adults supporting and external agencies</p>	<p>All children to be in class with their peers as much as possible.</p> <p>Individual plans (Physical, Learning or Behaviour) are drawn up and followed</p> <p>Progress tracked</p> <p>Specific risk assessments are in place.</p>

	<p>Behaviour Management strategies to be modified as necessary</p> <p>Language used to be modified as necessary, ie short sentences, name cue, one instruction at a time etc.</p> <p>Groupings/ pairs to be reviewed as necessary</p> <p>British Sign Language to be used to support communication</p>			<p>Adult with Level 2 BSL appointed. Staff working in class have received BSL training. To continue as child moves through school</p>
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- **Priority 2:** Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Target	Action	By when?	By whom?	Success criteria
Medium Term Railings / bannisters to be maintained	Railings and bannisters to be regularly checked and repaired as necessary	As required.	SH/SY	All railings and bannisters are safe and in a good state of repair
Medium Term Maintain steps highlighted in yellow or white non slip paint	To paint the edges of the steps in yellow non slip paint	Ongoing	SY	Steps will be clearly marked

<p>Medium term</p> <p>Pathways are clearly marked and free from overhanging bushes/ plants and suitable for a wheelchair user</p>	<p>To mark the edges of all pathways where necessary. Ensure wheelchair access at all times.</p>	<p>Ongoing</p>	<p>SH/SY</p>	<p>Markings will be clear on the edges of all footpaths and where there is a change in level</p>
<p>Medium term</p> <p>Any redecorating work within the school is sympathetic to the visually impaired.</p>	<p>Advice taken before any work undertaken around lighting / contrasting colours.</p>	<p>Ongoing</p>	<p>Contractors</p>	<p>School is decorated in a way that is sympathetic to visually impaired</p>
<p>Medium Term</p> <p>To take advice on fitting of future replacement whiteboards to accommodate wheelchair users.</p>	<p>Advice taken re access to IWB</p>	<p>When replacing</p>	<p>HT, SB, TW (IT)</p>	<p>Wheelchair users able to access IWB</p>
<p>Long term</p> <p>Wheelchair users to be able to manoeuvre freely in classrooms/ corridors</p>	<p>Classroom reorganisation to enable movement</p>	<p>As required</p>	<p>Contractors/ Class teacher</p>	<p>No impediment to wheelchair movement within school</p> <p>The new build classrooms to have an access toilet and shower</p>

Long term To make an adjustable height desk available classroom	To install an adjustable height desk in every classroom	As and when required	HT	Access to adjustable height desk in every classroom
Long term Disabled pupils and staff to have easy access to specialist/ adapted equipment and other resources	Classroom(s) organised to enable disabled children to have easy access to equipment	As required	HT / Class teacher	Child has easy access to equipment in class
Medium Term Raise awareness of disabilities / illnesses in school for all staff and children	Training for staff and inclusion in the curriculum for children	On-going, but focused if someone with a specific condition joins the school	HT/SENDCO	The school community is aware of disabilities ( and illnesses as required) ie Hearing and Visual impairments, Epilepsy, Diabetes, Allergies, Autism
Medium Term Access toilet in Junior cloakroom is 'accessible' to those who require it.	Storage of clothing etc to be organised. Hoist etc maintained	On-going	All adults	The toilet can be accessed easily and clothes/ wipes/ gloves are readily available.
Medium term	Lighting is maintained between	On- going	Contractors/ SY	Lighting is improved to allow safe evening access for all

All users are able to safely access events in the hall during the evening	hall and kitchen in the passageway.			
All doors are wheelchair/ wide pushchair accessible	When replacing external doors, wide master, narrower 'slave' and more automatic doors,	As doors are replaced	Contractors	Doors allow wheelchair and pushchair access.
Provide a safe space with a choice of sensory materials/ equipment	Old changing room to be adapted as a sensory room	Summer 23  Spring 24	JF and AF	Staff space with a choice of darkness, lighting, music, soft cushions, den making pads is available for children  Cupboards stored in the room to be removed to give more space.
Theraputty and Therabands to be provided for identified children	Resources to be ordered	As required	SENDCO	Children are able to bang feet and stretch the putty to support concentration

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