



Linthwaite Clough JI&EY School

Accessibility Plan

Accessibility Plan September 2021

Introduction:

The school recognises its duty under the DDA (as amended by the SENDA) and the Equality Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favorably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 and the EYFS curriculum, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school has been extended and now has a classroom, library, toilet and stock room on upper floor, accessible by a flight of stairs.

Key Issue/Focus of Development: All aspects of school are accessible to all stakeholders	
Current Position:	
1. Physical Environment	There is access to all lower parts of the school for those stakeholders with physical disabilities however, in the main this is via ramps. Classroom size would, in many cases, inhibit wheelchair movement Classrooms are carpeted which is helpful to those with hearing impairments There is a disabled toilet by the main office and door widths make wheelchair access possible throughout the school Special diets i.e. for those with food intolerances are catered for by the LA catering staff
2. Education & Related Activities	There is a high level of differentiation which allows access to the curriculum for all children Teaching assistants/ teachers provide additional support for those experiencing difficulties accessing the curriculum Children with hearing/visual difficulties are seated appropriately
3. Provision of Information	We ensure work is presented in a range of different forms for those children with communication difficulties, ensuring physical access to all work. We ensure that all communication with parents is in easy to read font, e.g. Comic Sans Alternative recording methods are available for those who require it Appropriate resources are provided, where necessary, to ensure full access to the curriculum

The 3 areas to be considered in this action plan are:

a) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

b) Improving Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and appropriate health professionals from the local NHS Trusts, Locala and private services, Colne Valley Hub and any other professional.

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Overall person responsible: Nikki Barker

	Target	Strategies	Outcome	Timeframe	Monitored by	Updates
Short term						
1.	Ensure parents/carers with disabilities have equal opportunity to access information from school.	Highlight on all school documentation that goes to parents that it is available in larger print on request.	Format of documentation altered appropriately.	As required	Premises and Health and Safety Committee	
2.	Ensure the curriculum can be accessed by all children	Check resources are not a barrier to any individual or group's access to the curriculum. Liaise with pre-schools to ensure that information regarding the needs of any children with disabilities are known prior to them starting school so that appropriate resources are in place.	All children access all aspects of the curriculum.	Ongoing	SENDCO/Headteacher	

3.	Any redecorating work within the school is sympathetic to the visually impaired	Advice taken re lighting and colour schemes before any further decorating takes place.	The school decorates in a way that is sympathetic to the VI.	As required		
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	Target	Strategies	Outcome	Timeframe	Monitored by	Updates
Medium Term						
1.	To ensure the school continues to develop children's awareness of disability.	<p>Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light.</p> <p>Use opportunities to show people with disabilities in a positive light; example = staff/governors with registered disabilities.</p>	Children have a clear understanding of and speak positively about the achievements and successes of those with disabilities.	<p>Ongoing – when necessary</p> <p>Where available and appropriate to work in school</p>	<p>Premises and Health and Safety Committee</p> <p>SENDCO/Headteacher</p>	
Long term						
1.	Plans to further develop the building take DDA issues in to account	Work with LA and architects when planning modernisations.	The building is accessible for all where possible.	Depending on when additional funding is available	Premises and Health and Safety Committee	
2.	Possible provision of internal access to two levels of school if required	Source possible additional funding	The building is accessible for all where possible.	Depending on when additional funding is available		