

Linden Primary School



Accessibility Plan Policy

Statutory X

Recommended

Good Practice

Purpose

Legislative framework

The Equality Act 2010 simplifies the law and it extends protection from discrimination in some areas. Of relevance to schools though are the following points:

- Schedule 10 places a duty on local Authorities and schools to plan to increase the accessibility of their schools.
- Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.
- Schools cannot discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, in the way it provides education for pupils, in the way it provides pupils access to any benefit, facility or service or by excluding a pupil or subjecting them to any other detriment The Disability Discrimination Act (DDA) ensures that disabled pupils are not treated less favourably.
- Schools must take reasonable steps to avoid putting disabled pupils at a substantial disadvantage, called the Reasonable Adjustment duty. In fulfilling these duties, schools are under a duty to prepare Accessibility Plans.

This plan will set out the proposals of the Governing Body of Linden Primary School to increase access to education for disabled pupils in the three areas as identified in the DDA:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Consultation

Governors

Links with other policies

Looked After Children Policy

SEND Policy

Equalities Policy

Monitoring and Evaluation

Annually

Every 3 years X

Other

Headteacher X

Governing Body

Other

Dates

Original Implementation
July 2027

November 2014

Reviewed July 2024

Next review

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Linden Primary school, we believe that all children should be given the provision that they need to be successful and become lifelong learners. We understand that every child is unique and all children are individuals. We also believe that every teacher at our school is a teacher of pupils with SEND and therefore teaching children with SEND is a whole school responsibility. We strive to ensure that everyone in our school community is equally valued, whatever their ability or need, and that everyone is treated with respect.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the headteacher, inclusion coordinator, SENDCo, governors and parents.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010 \(2015\)](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

Aim 1: increase the extent to which disabled pupils can participate in the curriculum.

Our key aim is to remove or reduce barriers that inhibit children from accessing the curriculum and to ensure all participation for pupils, or prospective pupils, with disabilities.

Target	Actions	Responsibility	Timescale	Success Criteria
Short Term				
To ensure that all teaching staff understand whether or not the curriculum is accessible and are aware of how to identify potential barriers.	<ul style="list-style-type: none"> Monitoring visits and pupil voice to assess the current accessibility of the curriculum. Scaffolding training for staff. Development project through Whole School SEND, looking at every teacher being a teacher of SEND. Link to EEF 5 a Day for SEND. 	SENDCo Curriculum Lead Headteacher	Ongoing	Leaders and teachers will be aware of potential barriers within the classroom and will have a good understanding of what good provision for SEND pupils looks like, so that they can overcome these barriers and give equal access to the curriculum.
To ensure that all school trips are accessible for all pupils.	<ul style="list-style-type: none"> Add an assessment of suitability to booking form, to ensure staff are 	SENDCo Admin Staff Teachers	Ongoing	Teachers will be aware of the needs of SEND pupils when arranging school trips and experiences.

	<p>considering this when booking trips.</p> <ul style="list-style-type: none"> • Provide contact details for OT/ATS so that teachers can consult with them when booking a trip. 			Pupils with disabilities or additional needs will be able to attend all school trips, alongside their peers.
Medium Term				
To ensure that we are making the most effective use of SEN learning partners to support children in accessing the curriculum and working on individual targets.	<ul style="list-style-type: none"> • Further strengthen and develop specialist teams of learning partners for each of the 4 main areas of need. These learning partners will be timetabled to support children with EHCPs and others on the SEND register. • Additional training for LPs (provided by SENDCo). 	<p>SENDCo</p> <p>Class Teachers</p> <p>Learning Partners</p> <p>Headteacher</p>	Ongoing	<p>Children will be receiving high quality support and provision that is directly linked to their needs and targets</p> <p>Learning partners will have the training needed to support children with a wide range of needs.</p>
Long term				
To continue to embed a curriculum that is as widely accessible and as inclusive as possible, where the majority of pupils are able to access the	<ul style="list-style-type: none"> • Review curriculum structure and provision. • Embed the 5 a Day approach from the EEF, across the curriculum. 	<p>Subject/Area Leads</p> <p>SENDCo</p> <p>Curriculum Lead</p> <p>Headteacher</p>	Ongoing	All children will be able to engage with and access the curriculum alongside their peers. For those children who need it, an alternative curriculum, closely

same objectives, alongside their peers.	<ul style="list-style-type: none"> • SENDCo to take part in monitoring visits, alongside subject leads, as CPD for what SEND provision should look like in their subject. • Consult with outside agencies, eg ATS. • Carry out pupil voice to find out what helps or does not help them. 			linked to that of their peers, will be provided.
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Aim 2: improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

Target	Actions	Responsibility	Timescale	Success Criteria
Short Term				
To ensure that all facilities are accessible to pupils with disabilities.	<ul style="list-style-type: none"> • Audit of learning environments and facilities (eg library). • Pupil voice. • Discuss accessibility with adults who come into contact with pupils with disabilities on a regular basis. 	SENDCo Site Manager Headteacher Deputy Head/Inclusion Lead	Autumn 2025	Pupils with disabilities will be able to access and make use of all areas of the school, including communal areas.
Medium Term				
To ensure that enough staff are trained in how	<ul style="list-style-type: none"> • Additional staff who are accessible 	SENDCo	Autumn 2025	All children will be able to access various areas

to move/handle pupils with disabilities, so that they are always able to access all of their equipment and provision.	<p>during lesson time (SLT, SENDCo) to receive moving and handling training.</p> <ul style="list-style-type: none"> OT to show additional adults how to move children, so that they are able to come in and out of their wheelchairs and other equipment, even if their usual adults are out. 	SLT		of the classroom, participate on the carpet (where appropriate) and make use of all of their equipment.
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Long term

To ensure that classroom environments continue to be appropriate and accessible for pupils with disabilities as they move through the school.	<ul style="list-style-type: none"> Audit of classrooms and learning environments each year. Consult with ATS/OTs/Physios when necessary. Pupil voice. Discussions with class teachers (new and old). 	<p>SENDCo</p> <p>Site Manager</p> <p>Class Teachers</p>	Ongoing	<p>Children will be able to access the learning environment alongside their peers, for their whole time at Linden.</p> <p>Teachers will feel confident in adapting the classroom environment to suit the needs to all pupils.</p>
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Aim 3: improve the availability of accessible information to disabled pupils.

Target	Actions	Responsibility	Timescale	Success Criteria
Short Term				
To ensure that all information and	<ul style="list-style-type: none"> Different colour paper for pupils who 	SENDCo	Ongoing- as new needs arise	All pupils will be able to access the

resources given to pupils in class are accessible to pupils with disabilities or additional needs.	have dyslexia or are visually impaired. <ul style="list-style-type: none">• Enlarged print for pupils who are visually impaired.• Braille available where required.• Audio information available if required.	Class Teachers		information/resources given to them.
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by governors and headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- SEN Policy
- Local Offer