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**Great Linford Primary School Accessibility Plan**

**Reviewed June 2019**

**Statutory responsibilities**

**The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001, places a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility and strategies for their individual school.**

**Schools and LEAs are required to plan for:**

* **Increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.**
* **Improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education.**
* **Improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. eg handouts, timetables, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable time frame.**

**Position of School June 2019**

**The governors have always been committed to ensuring equality of access to the curriculum for all children at Great Linford Primary School. We currently have, one child with a renal condition who in addition is visually impaired, one child who is registered deaf, and one type 1 diabetic, one child with Tuberous sclerosis complex with associated epilepsy, one child with global development delay and chromosome 22q duplication and chromosome 22 deletion and bilateral high myopia, 9 children with autism and 1 child with ADHD, 1 child with a nut allergy.**

**Previous work undertaken in the school includes:**

* **Disabled toilet, specially designed with shower facility**
* **Disabled wash basins in both girls toilets at rear of school**
* **Disabled parking space**
* **Ramp access to the building**
* **There is level access from the car park to the main building reception.**
* **Ramp to allow easy access in and out of nurture room**
* **Dropped kerb (Main car park)**
* **Non slip flooring in all toilet blocks**
* **Trained staff for diabetics, partially sighted and hearing impairment, epilepsy and epipen**
* **Facilities for administering medicines**
* **All hazardous areas are marked out in yellow for our visually impaired child**
* **Fire escape refurbished (8/17)**
* **All stair nosings marked on (8/17)**
* **New steps put in by sand pit area plus nosing (8/17)**

**In September 2002 building work was completed using devolved capital funding to enable access for wheel chair users to the front of the building. In September 2004 building work was completed, funded by County, to enable access for wheel chair users to all key class entrances and provision of a disabled toilet.**

**We believe Great Linford Primary has made significant strides to ensure that the school is designed to meet the needs of the current school population.**

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|  | **Targets** | **Strategies** | **Outcomes** |
| **Short term** | **Ensure facilities are safe for current school population and enable them to make good progress**  **Ensure all adults have had specialist training from the specialist teacher of the deaf.** | **Purchase radio aid to support deaf child** | **Child accesses Key Stage 2 curriculum** |
| **Short term** | **Ensure facilities are safe for current school population and enable them to make good progress** | **Meet with parents and external agencies to identify strategies to support all key children** | **All key children have a smooth transition and care plans** |
| **Medium term** | **Staff trained to support needs of children** | **Ensure key workers have epilepsy training, visual impairement training,** | **Staff are fully trained to cater for individual needs** |
| **Long term** | **Continue to adapt the curriculum to meet the differing needs of the children** | **Continually review provision and provide training where needed** | **All children make good progress and are happy and safe.**  **Our curriculum provision is inclusive.** |

**Access Plan**

**The plan initially focuses provision for children already in school enabling the school to provide for children with physical needs.**

**Monitoring**

**The accessibility plan will be reviewed regularly by the governors as part of the school improvement plan and revised if necessary over the three years.**

**Reporting**

**Information about our accessibility plan will be published on the website**

**Tara Lovelock**

**June 2019**