



Great Linford Primary School

Great Linford Primary School Accessibility Plan

Reviewed September 2020

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 September 2020

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
- All stair nosings marked
- Steps put in by sand pit area plus nosing

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.

	Targets	Strategies	Outcomes
Short term	Ensure children who need to work outside of the classroom to support their sensory needs or their anxiety can do so safely without mixing with children in other bubbles	<p>Head teacher and her PA to move into deputy and business manager's office so room can be used for children in a year 3 class. Business manager to work from home and paperwork in filing cabinets to be scanned so filing cabinets can be removed to provide the extra space.</p> <p>Staff to take PPA at home so the staff work room can be used for children in a year 4 class.</p> <p>Shared areas, music room and group rooms in the school to be allocated to particular classes or individuals.</p>	Increase access to the curriculum - Children with sensory needs and anxiety will still receive their personalised curriculum entitlement.
Short term	Ensure the early years physical classroom environment is adapted where necessary to control the acoustics for a child with cochlea implants	<p>Arrange for deaf specialist teacher to come and audit the room</p> <p>Ensure all recommendations are put in place</p>	Increase access to the curriculum – A child with cochlea implants will be able to hear the class teacher and join in with peer discussion as background noise will be reduced.
Short term	Ensure there is a suitable space for a child with complex needs to use the toilet	<p>Find or create a space for a child who is afraid of toilets to use a potty.</p> <p>Arrange training via</p>	Increase access to the physical environment of the school – A child with complex needs will feel comfortable enough to go to the

		the school nurse about toilet training complex needs children	toilet in school.
Short term	Ensure children with visual and hearing impairments have specialist equipment	Purchase radio aid for hearing impaired child. Purchase ipad for visually impaired child and install mirroring software.	Increase access to the curriculum – A child with cochlea implants will have improved access to the sound within the classroom. A visually impaired child will have improved access to information shared with the class via the interactive whiteboard.
Short and Medium term	Ensure all relevant staff have appropriate knowledge to support the children with disabilities or additional needs as they move through the school.	Organise training from: <ul style="list-style-type: none"> - Deaf specialist teacher - Speech and language therapists – to include how to use an electronic communication device - Milton Keynes Hospital – epilepsy nurse - Visual Impairment specialist teacher <p>Ensure all relevant staff have read SEN files on children they are supporting.</p>	Increase access to the curriculum – Adults working with children with disabilities will be making appropriate reasonable adjustments to ensure these children can fully access the curriculum. Improve the delivery of information to pupils with a disability – A child with a visual impairment will be able to access all written materials given to him in the classroom
Long term	Ensure learning support assistants are able to use basic sign language, extending to teachers and pupils.	Staff to complete online signing training. Staff to begin teaching basic signing – alphabet, greetings, common nouns and phrases.	Increase access to the curriculum and improve the delivery of information to pupils with a disability – Future children joining the school who use signing to communicate will be able to communicate and interact with staff,

			pupils and access learning within the classroom alongside their peers.
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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 2020