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**Great Linford Primary School Accessibility Plan**

**Reviewed October 2021**

**Next Review October 2022**

**Statutory responsibilities**

**The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001, places a duty on all schools and LAs 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 LAs 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 2021**

**The governors have always been committed to ensuring equality of access to the curriculum for all children at Great Linford Primary School. We are currently supporting deaf children, visually impaired children, children with ASD and ADHD, children with developmental delay and a child with Duchennes Muscular Dystrophy.**

**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**
* **Dropped kerb (Main car park)**
* **There is level access from the car park to the main building reception.**
* **A moveable ramp providing access from the playground to the downstairs classrooms**
* **Non slip flooring in all toilet blocks**
* **Training from the school nursing team on epipens and diabetes**
* **Training from the SEN Sensory team on supporting visually impaired and deaf children**
* **Specialist equipment purchased for children who are deaf**
* **Specialist equipment purchased for children with visual impairments**
* **Site license for ‘Clicker’ purchased to support children who require alternative methods of recording due to their disability.**
* **1:1 support provided as and when required for children who may need it to access after school extra curricular clubs.**
* **Facilities for administering medicines**
* **All hazardous areas are marked out in yellow for our visually impaired children**
* **All stair nosings marked in yellow for our visually impaired children**
* **Fire escape refurbished**

**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 the Local Authority, 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** | Year 3 Chesnuts classroom is wheelchair accessible | Move ramp to Chesnuts classroom door.  Classroom furniture is arranged to ensure that a wheelchair can move around the classroom between the table groupings with ease. | **Increase access to the physical environment of the school –** A child who uses a wheelchair some of the time is able to enter and exit the classroom from the playground alongside his peers each day. |
| **Short term** | There is a sensory space for children with sensory sensitivities to access when the classroom environment is too overwhelming | Convert small group room to a sensory space.  Purchase sensory items and soft furnishings to use in the room. | **Increase access to the curriculum** - Children with sensory needs who are struggling to access the classroom environment are able to access a personalised curriculum and increase the amount of time they are able to be in school because there is an appropriate environment for them to learn in. |
| **Short term** | There is an alternative space to the hall for children with sensory needs to eat their lunch in | Ensure the partnership meeting room in the reception area is free daily 11.45-12.45  Ensure systems are in place with midday supervisors to ensure children who cannot cope in the hall can take their lunch with friends to eat in the partnership meeting room | **Increase access to the physical environment of the school -** Children with sensory sensitivities can eat their hot dinner alongside their peers. |
| **Medium term** | The top floor of the building is accessible to a child who is unable to use the stairs | Liaise with the SEND team about sources of funding for this and recommended contractors.  Source a company to install a through floor lift in the locker area. A small number of lockers to be repositioned in another part of the corridor. | **Increase access to the physical environment of the school -** Wheelchair users and those who are unable to use the stairs are able to access the top floor of the building. |
| **Short and Medium term** | All relevant staff have appropriate knowledge to support the children with disabilities or additional needs as they move through the school. | Arrange training for new class teachers and support staff from:   * Deaf specialist teacher * Visual Impairment specialist teacher * Curriculum access specialist teacher (VI team) * Physiotherapist * Occupational therapist * Speech and language therapists   Training to cover use of specialist equipment and appropriate teaching strategies and provision.  Ensure all relevant staff have read SEN files on children they are supporting. | **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 –** Children with visual impairments will be able to access all written materials given to him in the classroom |
| **Long term** | There are dropped sinks in the boys toilets as there are in the girls | Fit a dropped sink in the downstairs and upstairs boys toilets to mirror what is in place for the girls. | **Increase access to the physical environment of the school –** male wheelchair users are able to access a sink at an appropriate height for them |
| **Long term** | 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. |

**Access Plan**

**The plan initially focuses on 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**

**October 2021**