



Newtown Linford Primary School

Accessibility Plan to ensure Inclusion

Introduction

At Newtown Linford Primary School we have a general duty to:

- Promote equality of opportunity between disabled people and those who are not disabled
- Eliminate discrimination
- Eliminate harassment related to disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than non-disabled people

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school sets out a plan, reviewed each year, to show how it will address the priorities identified in the plan

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

A person has a disability 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 carry out normal day to day activities.

Aims

We aim to:

- provide full access to facilities and learning
- enable full participation in all aspects of school life for children, staff , parents and visitors with disabilities

We will do this by:

- reducing and eliminating barriers to access of the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in approach to obstacles and seeking expert advice if needed

Accessibility Audit and actions

Policy	Evidence	Action
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	<ul style="list-style-type: none"> • INSET records – school and individuals • Liaise with members of the Specialist Teaching Service • Team Teach Training as and when necessary • Autism Training for whole staff • Interventions for groups and individuals • Regular assessments by Speech and Language Therapist – work to her plans • Written reports from external agencies 	Continue to train staff to meet needs of individuals
Pupils with emotional, social and behavioural difficulties are supported in school	<ul style="list-style-type: none"> • Social Skills and Lego Training for TA • EP assessments • School Nurse availability • 'Social Skills' Group established • TA support for individuals • Individual records • PiXL Resources 	Consider increasing number of TAs to support teaching throughout school
Classrooms are optimally organised for those with disability	<ul style="list-style-type: none"> • Space is utilised to facilitate group and individual learning space 	Utilise outdoor area where possible
Work is differentiated and staff have high expectations of all	<ul style="list-style-type: none"> • Lesson observations • Reviews • Intervention Planning • LAB monitoring 	Continuous
Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	<ul style="list-style-type: none"> • Observations 	Continuous
All pupils are encouraged to take part in music, drama and physical activities	<ul style="list-style-type: none"> • Inclusion at extra –curricular clubs, visits and performances 	Continuous
Staff recognise and plan for additional time and effort needed by some disabled pupils- slow processing/writing speed, dyslexia, vision impairment	<ul style="list-style-type: none"> • Staff aware of needs –Intervention Planning/ staff meetings – time for pupil concerns/Class team meetings 	SENCo work with class teachers Relevant publications highlighted



Policy	Evidence	Action
Adults and children listened to and needs addressed	<ul style="list-style-type: none"> • Surveys • Survey follow up 	Continuous
The layout of areas around school allows access to all. Wheelchair users could get about if required	<ul style="list-style-type: none"> • Disabled access is available from the outside to Bradgate and Linford Classrooms • Toilets in Old John & Bradgate classrooms have disabled access as does the Staff/Disabled toilet in the entrance area • Disabled access to Old John classroom is available through entrances of Linford & Bradgate classrooms and through the Library. 	Upstairs and the main entrance is not accessible to wheelchairs – evaluate if child/child with parent to start in wheelchair
Furniture and equipment selected and appropriate	<ul style="list-style-type: none"> • Tables and chairs appropriate size • Wedges, speaker boards, coloured overlays, triangular grips, IT etc to support individuals 	Continue to access resources from specialist services as required
Disabled toilet facilities adequate	<ul style="list-style-type: none"> • This is also one of the Staff toilets 	Extension has an additional adult toilet added. Staff will continue to need to use disabled toilet however.
All information presented in user-friendly way Can ask for alternatives	<ul style="list-style-type: none"> • Open door policy – regular contact with parents • Office support completing forms • Feedback on parent survey • Weduc 	Provide additional support for children with limited home support