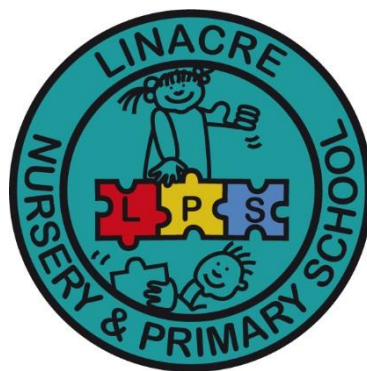


# Linacre Primary School



## Accessibility Policy 2018 – 2019

## Accessibility Plan 2018 - 2019

### **Purpose of Plan**

The purpose of this plan is to demonstrate how Linacre Primary School intends, over time, to increase the accessibility of our school for all of our pupils including disabled pupils, staff, parents/carers and visitors.

### **Definition of Disability**

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.

### **Areas of Responsibilities**

- Improving access to the physical environment of school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Increasing access for disabled pupils to the school curriculum, which includes 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 the delivery of written information to disabled pupils, which is provided in writing to pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents, and be made available within a reasonable timeframe.

Linacre Primary School aims to treat all pupils, prospective pupils, staff, governors and other stakeholders favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. School aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimize any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in school.

### **Contextual Information**

The school was built over 100 years ago. Senior Leaders and Governors are currently awaiting to learn if funding has been secured by the local authority for renovation and redecoration. We have 1 disabled car parking space and we are situated on two floors. We have accessible entrances and reception area, 2 accessible toilets, one with changing facilities, a defibrillator and trained staff, automatic lights in the accessible toilet, induction loop in reception and strips on the stairs to KS2 to support visual impairments.

### **Current Range of Known Disabilities**

Linacre Primary school has children with a range of disabilities that include moderate and specific learning disabilities, ASD and hearing impairment. We have parents with hearing disabilities, autism, mental health illnesses and language barriers (which although is not a disability does affect communication). We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted at lunch time in the first aid book and in the class log during the day.

Some children have food allergies or intolerances / cultural food choices. If a child has a food intolerance then photographs of these children are posted where appropriate. Staff receive training annually with regards to asthma inhalers and the use of epi pens. If a child has any food intolerances or dietary difficulties then staff are informed and relevant adjustments made.

All medical information is collated and available to staff via the medical register and care plans. Medical registers are given to all class teachers, office staff and lunchtime staff. Care plans are shared with senior staff and relevant other staff. The school nurse supports the school with the creation of care plans.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure location for easy access for First Aiders and senior leaders. Administration of medicine consent forms are completed by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

School has one Defibrillator on site. All staff have been trained in the use of this equipment and are aware of its location.

**Linacre Primary School Accessibility Plan. 2016- 2018.**

<b>Target</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achieved</b>
<b>Physical Environment</b> To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and to continue to improve access to the school's physical environment for all stakeholders	Audit of accessibility of school buildings and grounds by Head and Governors, Site Manager? Suggest actions and implement as budget allows  School car park is for staff only; however if a parent needs disabled access to drop off and pick up their child tne this is allowed in the staff car park.	Modifications will be made to the school building where appropriate to improve access.  Disabled parents will have the same rights as other parents.	On-going  As necessary	
Disabled toilets Steps – strips? Quiet Areas in school Fire escape routes IT Access to Reception Area Signage-Visually Impaired Hearing equipment available	Currently have a full range of facilities across the school building. We will review any additional aids/facilities as and when required under reasonable adjustments. We will investigate the need to highlight steps on the stairs to the KS2 toilets, PE and playground equipment and the need for a quiet room/area.	Constantly reviewing the facilities across the school building.	On-going	
<b>Curriculum</b> Increasing the extent to which disabled pupils can participate in the school curriculum	Aware of the need to provide equipment that can support our disabled children to fully participate in school life.	No child is disadvantaged or feels isolated	Ongoing	
Teacher and Teaching Assistants training School trips are accessible	To ensure all teachers are aware of the challenges disabled children face and are trained accordingly. In school, we	To ensure our curriculum is fully accessible to all	Ongoing	

Specialist equipment/participation PE curriculum/access Promoting positive imaging	also are aware that we can have available specialized equipment when required to meet the needs of disabled children. Thorough risk assessment protocol in place for visits and school to ensure full access for all pupils. We strive to positively promote disabled people and to debunk myths and stereotypes.	pupils irrespective of their disability.		
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<b>Written Information</b> To ensure that all parents/carers, pupils and other stakeholders can access information	Our school are aware that certain stakeholders require different methods of receiving information from school	School are confident that no stakeholder will be disadvantaged due to not being able to accessible relevant information	Ongoing
Access to Parents' evenings/celebration events End of term reports Alternative forms of contact	We recognise that there may be individuals whose impairments require alternative methods of communication i.e. large font size, verbal communication rather than written, hearing loops. Provide parents with language difficulties with an overview/ plan translated prior to assemblies	To ensure that all stakeholders are provided with the same level of information in a variety of appropriate methods	Ongoing
<b>Equality and Inclusion</b> D.A.P.becomes an annual agenda item at FGB	To ensure that disability remains a focus both in terms of delivery and services in school	To ensure that disabled pupils and other stakeholders have full participation in school life	Ongoing
Staff awareness of disability issues All policies consider implications of disability access Positive imaging of disabled people.	To ensure that all staff consider disability in all curricular planning and all other aspects of school life and are consistent in their approach. This	To ensure full participation of all pupils irrespective of disability	Ongoing

	should be built into our ethos of inclusivity.		
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Reviewed – November 2018

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