



Linslade Lower School

Accessibility Plan

Governor Approval: March 2024

Review Cycle: Triennial

Policy review chronology:

Jan 2017	Review. No additions	Approved
March 2021	Review. No additions	Approved
March 2024	Review. No additions	Approved

Linslade Lower School Accessibility Plan for 2024-2027

Purpose of the Plan

The purpose of this plan is to show how Linslade Lower School intends, over time, to increase the accessibility of our school for disabled pupils

Definition of Disability

A person has a disability if they have 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

Legal background

From September 2010, the Equality Act outlaws discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum (this 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 environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education;)
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. (This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include hand-outs, 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.)

Linslade Lower School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise 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 the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

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Main school is a single story building with small flights of stairs (approximately 6 steps) to each set of classrooms. The majority of outside doors have a ramp. There is a disabled toilet. Early years is a two story building with a flight of stairs to the staff room. There is not a disabled toilet. Three of the doors have ramps and one has two steps up to it. There is room for disabled parking on site. All areas of the school grounds are accessible to wheelchair users, although an area near the school pond may give restricted access unless accompanied by an adult. At present we have no wheelchairs dependent pupils but we have some parents with mobility impairments and some with injuries that require wheelchairs for a short period of time.

The Current Range of Disabilities within Linslade Lower School

The school has children with a range of disabilities which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the main school office of EYFS medical room and a record of use is noted.

We have competent First Aiders and Paediatric who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Children requiring prescribed medicines during the school day to manage medical conditions each have an Individual Health Care Plan. Some are written in consultation with the school nurse, parents and school. Others are written by the parents and the school. These plans are reviewed annually or when circumstances change.

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Targets	Strategies	Outcome	Achieved
To improve staff awareness of disability issues.	Review staff training needs.	Review staff training needs. Whole-school Community aware of issues.	On-going
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect Current legislation.	On-going
To ensure that reasonable adjustments are made for staff and potential staff	Consider needs during recruitment process and if a disability occurs to existing staff	Adherence to legislation.	On-going

To take into account the needs of disabled pupils and visitors when planning refurbishments	Consider needs during planning stages	Refurbishments are inclusive	On-going
To ensure that parents who are unable to attend school, because of a disability, can access parent's evenings	Staff to hold parents evenings by phone or send home written information	Parents are informed of children's progress	Termly
To offer translations of documents into different languages	Consider needs when publishing documents	All parents are able to access information	On-going

Should a child join school with a disability staff would meet with parents to discuss their needs before the child starts. An application to Central Beds Council would be made if necessary.