

LINTON VILLAGE COLLEGE

Accessibility Plan

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| This policy was approved: | April 2022 |
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| This policy will be reviewed: | September 2023 |
| Members of staff with responsibility to review: | Director of Inclusion and SEND |
| This policy was consulted with: | SLT & FGB |
| This policy was consulted with external unions (HR policies) | |
| This policy was distributed to: | |

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As an inclusive school, we respect and value the diversity of the community we serve. We are committed to raising the attainment of all our students with due regard to their individual, social and personal circumstances.

We believe in actively promoting equality of opportunity in every aspect of the life of all students, parents and staff. We are committed to challenging discrimination against those with disabilities, endeavouring equality of access and preparing all students for life in a diverse society.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and regularly review the impact of our school accessibility plans on the life, attitudes and achievements of all groups and individuals amongst our students and staff.

We respect and value the diversity that exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all students for life in a culturally diverse society. You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Definition of disability under the Equality Act 2010: You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Our commitment to equality for those with disabilities will be demonstrated through:

- fostering respect for all groups and individuals, within the context of Human Rights
- promoting positive non-discriminatory behaviour
- educating the school community in understanding a variety of forms of disability, hidden and unhidden
- ensuring appropriate support for isolated individuals with disabilities within the school
- ensuring high expectations of all
- ensuring representation of a wider range of diversity within our curriculum and school community
- encouraging links with the wider community

| | Targets | Strategies | Outcome | Timeframe | Goals Achieved |
|------------|--|---|--|-----------|---|
| | Students with speech and language difficulties have access to the curriculum | <p>SENCO and LSAs will ensure that teaching and support staff are aware of those students with speech and language difficulties and will communicate strategies to ensure access, including:</p> <ul style="list-style-type: none"> • Students given time to process language and respond • Ensure face to face and direct eye contact • Use simple and familiar language and short concise sentences • Avoid ambiguous vocabulary • Reinforce speech with facial expression, gesture and sign • Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials • Emphasize key words, reinforcing visually • Avoid closed questions and encourage students to speak in sentences • Develop language through drama and role play • Support from external professionals, where appropriate | Classrooms are accessible to children with speech and language difficulties | Ongoing | Accessibility to school improved |
| Short term | Students with disabilities are fully involved during unstructured times, e.g. break and lunchtime | <p>Use of the Learning and Support Hub and structured activities on offer, e.g. computers and board games</p> <p>Library offered as a quiet, safe space for vulnerable students</p> <p>Staff members on duty in key areas – including the Learning and Support Hub and Library – to offer social support and monitor interaction</p> | Students with disabilities are fully integrated into the school community and aware of provision available | Ongoing | All students included in all aspects of school life |
| | Teachers and Learning Support Assistants have the necessary training to teach and support students with disabilities | <p>Teaching Staff and Learning Support Staff use the SEND Register, Go4 Schools and Student Passports to ensure they are aware of disabilities and barriers to learning and the strategies that may be used to ensure access.</p> <p>SENCO and Learning Support Staff commit to further training to ensure that skills are relevant and targeted in supporting students.</p> <p>Outside agencies and external professionals are employed, where appropriate.</p> | Staff trained and supported | Ongoing | Curriculum accessible to all students |

| | Targets | Strategies | Outcome | Timeframe | Goals Achieved |
|----------------------|--|---|--|-----------|--|
| Medium and Long Term | Children are fully integrated within the classroom | Learning Support Assistants are used to support appropriate students, where appropriate | Needs of all children are met and barriers to learning are addressed | Ongoing | Curriculum accessible to all students |
| | All members of the Community have equal opportunities to access the School premises and relevant information | School premises are inspected and reviewed annually by the Health and Safety Committee alongside Linton Sports Centre Facilities Manager to ensure accessibility for all. School provides information in range of alternative formats when necessary | Needs of all members of the school community are met | Ongoing | Accessibility to school increased and delivery of information available to all |
| | Review timetable arrangements to ensure access for students with disabilities | Positive discrimination is used to ensure that students with specific physical disabilities are timetabled in downstairs classrooms | Classroom access is assured for students with disabilities | Ongoing | Curriculum accessible to all students |
| | Review classroom visuals to ensure that they remain accessible to all | Advice sought from external professionals, where appropriate | Ensure classrooms are accessible to visually impaired children | Ongoing | Accessibility to school improved |
| | Improve access by extending ramps and sloping pathways. | Funding used to improve provision for physically disabled students, where appropriate. | Entry areas accessible | Ongoing | Accessibility to school improved |
| | Ensure all new building works conform to accessibility guidelines/ requirements | Appropriate expertise from Local Authority. | All buildings accessible – old and new build | Ongoing | Accessibility to school maintained |