



LINTON VILLAGE COLLEGE

Accessibility Plan

THIS POLICY WAS APPROVED:	May 2024
POLICY VERSION:	
THIS POLICY WILL BE REVIEWED:	May 2025
MEMBER OF STAFF WITH RESPONSIBILITY FOR 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:	

Introduction

On 1 October, 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:

- in relation to admissions,
- in the way it provides education for students,
- in the way it provides students access to any benefit, facility or service, or
- by excluding a student or subjecting them to any other detriment.

Protected Characteristics

It is unlawful for a school to discriminate against a student or prospective student by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Disability

Disability provisions in the Equality Act are different from those for other protected characteristics in a number of ways.

The provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can.

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

- Unlike the DDA the Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet.
- Failure to make a reasonable adjustment can no longer be defended as justified. The fact that it must be reasonable provides the necessary test.
- Direct discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally.

- From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through

Special Educational Needs (SEN) **Education Health and Care Plans** statements or from other sources.

Definition of Disability

The Equality Act defines disability as when a person has a

'Physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Equality Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Reasonable Adjustments

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled student at a disadvantage compared to other students then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.

Schools are not subject to the requirement of reasonable adjustment duty concerned with making alterations to physical features because this is already considered as part of their planning duties.

Auxiliary Aids and Services

Many disabled children will have a SEN and may need auxiliary aids which are necessary as part of their SEN provision; in some circumstances as part of a formal Education, Health & Care Plan (EHCP). These aids may be provided in the school under the SEN route, in which case there will be no need for the school to provide those aids as part of their reasonable adjustment duty.

School duty around accessibility

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled students can participate in the curriculum;
- Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled students.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to allow full participation in the school community for students, and prospective students with a disability.

Principles

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum Framework and National Curriculum Inclusion Statement, which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges
 - Responding to students' diverse needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of students.

Activity

The school outlines the main objectives which the school undertakes, and is planning to undertake, to achieve the key objective (above).

a) **School Curriculum & related activities**

The school will continue to seek and follow the advice of Local Authority services, such as SEND Specialist Teachers, the Statutory Assessment and resources Team and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) **Physical environment**

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improves access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings, etc.

c) **Access to information**

The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required of requested.

With reference to '*The Equality Act 2010 and schools - Departmental advice for school leaders, school staff, governing bodies and local authorities*' DfE (2014)

Linked Policies

This plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEND policy
- Equal Opportunities policy
- Curriculum policies
- Capital programme
- Medical Needs Policy

Action Plan

See attached (Appendix2)

Appendices

1. Plan information
2. Access Plan
3. Identifying barriers to access

APPENDIX 2: ACCESS PLAN

SHORT TERM

	Objective	What	How	When	Goal Achieved
1	To continue to raise awareness of policy and plan to all staff	Involve all colleagues in discussing disability and equality policy and action plan to ensure shared ownership of the priorities within the action plan	Staff meetings, training days & Governor meetings	Termly	Improve staff knowledge and skills that positively impact on all in our community
2	Continue to promote the availability of written material in alternative format	School to provide/research converting written information to alternative forms of communication	The school is communicating key messages and letters through videos or audio transcripts. A text reader is being added to the Website. The SEND Information Report is in a spoken version.	Termly	Delivery of information to staff, students, parents and community
3	Ensure compliance with Equality Act and SEN Code of Practice	Staff & Governors informed of requirements and obligations of Equality Act, and of the Accessibility Plan	Staff Meeting & Governors Meeting	Update and review as regulations change	School complies with requirements of Equality Act and SEN Code of Practice
4	To ensure evacuation procedures meet all needs	Develop staff and student awareness of appropriate routes. Routes and meeting points on suitable areas	Identify needs of individual students and staff, creating up to date PEEP (personal emergency evacuation plan)	On admission, and if needs of a student/ member of staff change	School complies with requirements of Equality Act and SEN Code of Practice. PEEP completed for individuals

5	To improve environment for students with visual impairment	Incorporate appropriate colour schemes, taking into account handrails, step and signs.	Respond to needs of individual students as they emerge – link with external agencies as appropriate.	To be included in 5-year capital plan, and acted on as required	Lesson resources, where required are enlarged.
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6	To identify students with SEND, provide appropriate support to access learning and assessments (including providing access arrangements in assessments and exams), and track progress robustly, liaising regularly with students and their parents/carers	Regular reviews of individual student progress with regular communication with parents and carers. Range of assessments available to identify a broad range of SEND.	Intervention checklist in place to ensure a consistent approach is used by all staff Regular meetings with HoYs and the SEND Leadership team to discuss who may need additional intervention.-Data scrutiny a regular feature of all line management meetings	Learning Support meetings. Line management meetings with senior leaders. Learning walks and lesson observations CATs tests and TOWRe 2 reading screening.	New SEND will be identified quickly and information shared with students, parents and carers SEND provision will be tracked carefully through APDR's to ensure students are making adequate progress and parents and carers will be kept informed and invited to contribute to decision-making
7	To ensure extra-curricular activities are available to all students and staff.	Accessibility and awareness of individual needs to allow participation.	Training if necessary for teachers After school duties for support staff to increase support for disabled students. Regular audits to establish take up from all sectors of school community. Advice is sought and adhered to by link Physios and Occupational Therapists.	Ongoing and for individual needs. Review termly	Disabled students and staff are included by their peers in all parts of school life.
8	To ensure all Fire routes comply with Equality Act	Any existing Fire routes with steps to have a ramp installed	Devolved capital and funding if available	New building compliant - termly	School complies with requirements of Equality Act and SEN Code of Practice
9	To embed effective support and access for students with mental health needs	Create a Mental Health Lead within the SLT	The DSL to become the Mental Health Lead.	The appointment has been made.	The position has been created and filled.

10	To develop a whole school plan for supporting students with mental health needs	Create a whole school Mental Health Policy	The Mental Health Lead to create this and share with staff and the governing body.	The policy has been created.	This is to be reviewed annually and introduced to staff.
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MEDIUM TERM

	Objective	What	How	When	Goal Achieved
11	Improve provision for students with SEND	Staff to develop in knowledge and understanding of approaches to create inclusive classroom environments and meet the needs of all learners	Range of training available for staff, including SEND workshops and training sessions, dissemination of ideas through curriculum development time, Staff Briefings and SEND Gems in the bulletin., Use of assess, plan, do, review cycles, signposting of staff to relevant online learning and induction program for new staff. Increase staff capacity at a leadership level	Training days, CPD, Faculty meetings	All staff are confident in making necessary adjustments to enable all students to thrive and access learning in all classrooms
12	Embed the use of assistive technology so that identified students with SEND confidently	Students to be confident in using relevant software, Exam Reader Pens, laptops and other assistive	SENCo, SEND Leadership team and Access Arrangements lead to provide training to students and	Three-year plan	Targeted students will routinely use assistive technology in learning and assessments. Staff will have the necessary knowledge and

	and routinely use software and equipment	technology to access learning and assessments	School to update and purchase new computers to support assistive technology programmes. Additional Chromebooks purchased from the SEND budget.		understanding to support and encourage students in using this in lessons and assessments
13	To develop an effective identification process for students with mental health needs	Students with mental health needs will be identified and offered appropriate support	The Well Being team to develop an effective referral system for staff to use	To be reviewed annually	This is used by staff and referrals are being made.

LONG TERM

	Objective	What	How	When	Goal Achieved
11	<p>All students will be able to independently navigate around the school site, including those with literacy difficulties and global learning delay.</p> <p>Students will feel safe and calm walking around the school site, including those students with autism spectrum conditions and sensory processing conditions, who may be more sensitive to noise and crowds.</p> <p>Students with mental health needs will feel supported and know where and how to get support.</p>	<p>Students with SEND will be consulted to ensure that:</p> <ul style="list-style-type: none"> all corridors and classrooms will be labelled clearly so that all students can access the information <p>Corridors will be adequately wide; break and lunchtime areas will have sufficient space and include quieter zones</p> <p>School map will be accessible for all students to use independently</p> <p>Quiet zones within the school will be created for students with Autism and Sensory processing difficulties.</p>	<p>Planned use of devolved capital</p> <p>School refurbishment includes widening of corridors and additional corridors.</p> <p>School to action and embed recommendations from Autism audit. All staff to receive AET level 1 training</p> <p>The well being hub is established and well used. This offers a quiet and calm space for students who are suffering with anxiety.</p>	Ongoing	<p>All areas of the school will be accessible to students with SEND.</p> <p>School will feel safe for those with anxiety and EBSA.</p>

APPENDIX 3:

Identifying Barriers to Access: Checklist
Section 1: How does your school deliver the curriculum?

Scoring system:

- 0 is nothing in place/new requirement
- 1 talked about but nothing more
- 2 Budget secured and plans in place but not started
- 3 Work on going/plan under execution / budget being spent
- 4 recently completed, needs tweaking
- 5. Fully in place and feedback reviews confirm It works as planned/designed

Question	Yes	No	Score
Do you ensure that teachers and learning support assistants have the necessary training to teach and support disabled students?	✓		5
Are your classrooms optimally organised for disabled students?	✓		4
Do lessons provide opportunities for disable students?	✓		5
Are lessons responsive to student diversity?	✓		5
Do lessons involve work to be done by individuals, pairs, groups and whole class?	✓		5
Are all students encouraged to take part in music, drama and physical activities?	✓		5
Do staff recognise and allow for mental effort expended by some disabled students, for example using lip reading?	✓		5
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	✓		5
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some form of exercise in physical education?	✓		5
Do you provide access to computer technology appropriate for students with disabilities?	✓		5

Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	✓		5
Are there high expectations of all students?	✓		5
Do staff seek to remove all barriers to learning and participation?	✓		5

Section 2: Is your school designed to meet needs of all the students?

Question	Yes	No	score
Does the size and layout of areas – including all academic, sporting, play, social Facilities; classrooms, assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds – allow access for all students?	✓		4
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓		5
Are pathways to travel around the school site and parking arrangements safe, routes logical and well signed	✓		5
Are emergency and evacuation systems set up to inform ALL students including students with SEN and disabilities; including alarms with both visual and auditory components?	Ongoing		4
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	Ongoing		4
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?		✓	4
Are areas to which students have access well lit?	✓		5
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?	✓ Ongoing		3
Is furniture selected, adjusted and located appropriately?	✓		5

Section 3: How does your school deliver materials in other formats?

Question	Yes	No	score
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	✓		4
Do you have facilities as ICT to produce written information in different formats?	✓		5
Do you ensure the staff are familiar with technology and practices developed to assist people with disabilities?	✓ Ongoing		5

