

**LINWOOD SCHOOL ACCESSIBILITY PLAN SEPTEMBER 2017- AUGUST 2021 Due to Covid-19**



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## 1. Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Linwood School seeks to review the accessibility of provision for all pupils, staff and visitors to the school, to improve the provision where there is scope for improvement and to respond to unforeseen needs as they arise by adapting and amending the Accessibility Plan. Our school aims to treat all pupils, staff and visitors fairly and with respect without discrimination of any kind **and aligned to their needs.**

Our school's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this Accessibility Plan, including pupils, parents, staff and governors of the school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Accessibility Plan is an integral part of the SDIP and is structured to complement and support the school's Equality Objectives.

## 2. Legislation and guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) Guidance for Schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities'*.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than



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minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Key Areas

The following areas will be included in the Accessibility Plan:

- Increasing access to the curriculum for disabled students. This will include 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 access to the physical environment of the school. This will include improvements to the physical environment of the school and covers the provision of specialist or auxiliary and physical aids to learning.
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include planning to make written information more accessible by considering the disabilities of recipients and their preferred formats.

### 4. Intended Outcomes:

- Statutory requirements have been effectively adhered to.
- Raised awareness of access for all.
- The extent to which pupils with disabilities can effectively participate in the curriculum is maximised.
- Physical access to the school premises is increased for all including pupils, staff, parents and visitors.
- The delivery of information is improved and made increasingly accessible to a wider audience.
- All maintenance and remedial work will show an awareness of equality/access issues.
- Links to, and an awareness of and response to the Equality Act 2010 will be demonstrated through an additional Equality Plan.



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## 5. Action Plan

Target	Strategies	Expected Outcome	Impact on Learners/Adults	Completed by Timescale/ Costings	Evaluation/ Impact
<p><b>Access to Curriculum</b></p> <p>Create effective learning opportunities and environments for all.</p>	<ul style="list-style-type: none"> <li>- Further promote QFT-strategies /resources.</li> <li>- Ensure all classrooms and resources are organised in accordance with pupil need.</li> <li>- Training – AfL and differentiation.</li> <li>- Ongoing programme of staff training in disability awareness to reflect diverse needs of students.</li> <li>- Dyslexia, HI/VI, ASD.</li> <li>- Ensure Provision Maps take full account of accessibility needs.</li> <li>- Total Communication approach.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum delivery meets the needs of all pupils.</li> <li>- AfL approach adopted.</li> <li>- Differentiation evident through planning and assessment.</li> <li>- Personalised programmes in place.</li> <li>- Total communication approach embedded.</li> </ul>	<ul style="list-style-type: none"> <li>- Access to the curriculum is maximised for all pupils.</li> <li>- Pupils make progress.</li> </ul>	<p>Class teachers Team/ Phase Leaders</p>	<p>Rolling programme of training offered in house across all campuses. LTSA offers training opportunities. System Leaders appointed. AET trainers, SOS trainers, Early Bird Trainers, TEACCH trainers, Signalong Tutors, NPQML trainers, Equality and Diversity training delivered to all staff. Total Communication Leads in post. Teachers actively involved in action research.</p>
<p>Ensure hearing and visual environment is regularly monitored to support HI and VI CYP.</p>	<ul style="list-style-type: none"> <li>- Seek support from LA HI and VI advisory teachers</li> <li>- Programme of work – acoustics.</li> </ul>	<ul style="list-style-type: none"> <li>- Classrooms /areas meet the needs of pupils.</li> <li>- Total communication approach embedded.</li> </ul>	<p>-All VI/HI children and young people have access to the environment/learning.</p>	<p>HI/VI Services SLT</p>	<p>Additional signage ordered/installed. Input from HI/VI on a needs basis.</p>



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	- Clear signage.				Total Communication approach adopted.
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<p><b>Access to wider curriculum</b></p> <p>Increased participation in extra-curricular school activities.</p>	<ul style="list-style-type: none"> <li>- Audit participation in extra-curricular activities and identify any barriers.</li> <li>- Ensure school activities are accessible to all pupils/students.</li> <li>- Consider hosting events with partner schools</li> <li>- Seek advice re alternative accessible venues for residential trips.</li> <li>- Review use of Sports Premium, Pupil Premium and 16-19 Bursary to provide additional funding.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased breadth within the school curriculum.</li> <li>- Increased competitive opportunities.</li> <li>- Similar opportunities available for all Linwood learning sites.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils entitlement met.</li> <li>- Equality of opportunity.</li> </ul>	<p>PE Leader</p> <p>Extended Services Leaders</p> <p>Team /Phase Leaders</p>	<p>Extended Services, holiday clubs, stay and play clubs, lunch time clubs offered.</p> <p>Programme of residential trips – Primary/Post 16</p> <p>Sports Premium used to improve facilities, e.g. gym, outside playground, Duke of Edinburgh Award – Bronze/Silver.</p>
<p><b>Access to the Physical Environment</b></p> <p>Review of external/ internal environment to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>- Review personal emergency evacuation plans (PEEPS).</li> <li>- Review Fire Policy/Plan.</li> <li>- Develop and implement Individual Risk assessments where appropriate.</li> <li>- Review of switches/electronic badges for entry /exit.</li> </ul>	<ul style="list-style-type: none"> <li>- All stakeholders able to access/exit all areas of the site easily and safely.</li> <li>- School security enhanced further.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils, staff, parents and community users safe.</li> <li>- Pupil needs met.</li> </ul>	<p>DSL</p> <p>Health and Safety Leaders</p> <p>Premises Manager</p>	<p>PEEPS in place for individuals where appropriate.</p> <p>Fire Policy and Plan reviewed.</p> <p>Individual RAs in place for all pupils across all campuses /CHI.</p> <p>Electronic entry/exit system in place.</p> <p>Outside and internal areas developed to meet physical, sensory and mental health needs of</p>



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					pupils.
<p><b>Access to Information</b> Seek to broaden and strengthen our commitment to quality communications with all stakeholders.</p>	<ul style="list-style-type: none"> <li>- Review accessibility of newsletter/letters.</li> <li>- Re-design website.</li> <li>- Reference to the Disability Equality/ Accessibility Plan is made on school website.</li> <li>- Use in-house skills of staff for translation.</li> <li>- Signal parents to SENDIASS, Parent Carer Forum, Local Offer and include links on website.</li> </ul>	<ul style="list-style-type: none"> <li>- Communications available to stakeholders in a range of formats, responding to need.</li> <li>- All parents receive information in a form that they can access.</li> <li>- All parents can extract and understand what the key headlines are.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils informed of news and key events.</li> </ul>	<p>Website Co-ordinator School Business Manager SL</p>	<p>Website re-designed. Links added. Newsletter on website and sent electronically. Staff skills utilised for ARs and consultation evenings. - Translations, Visitor Guides translated into several different languages - Spanish, Polish, etc.</p>
<p><b>Access to Information- Staff</b> To develop a self-classification form/database of disability.</p>	<ul style="list-style-type: none"> <li>- Re-canvass all existing staff inviting any staff who consider that they have become disabled to submit a self-classification.</li> </ul>	<ul style="list-style-type: none"> <li>- School aware of staff disability and able to respond accordingly.</li> </ul>		<p>School Business Manger</p>	<p>Actioned.</p>

## 6. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be ratified by the Governing Board.

## 7. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting Pupils with Medical Conditions Policy