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**The Linden Centre**

Accessibility Plan

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| Signed by: | | |
|  | Headteacher | Date: 01/09/24 |
|  | Chair of Management Committee | Date 01/09/24 |

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| Last Updated | 01/09/2024 |
| Review Due: | 01/09/2025 |

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## **Aims of the Accessibility Plan**

This plan outlines how **The Linden Centre** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils’ disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Management Committee also recognises its responsibilities towards employees with disabilities and will:

* Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
* Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

* Pupils’ parents.
* The headteacher and other relevant members of staff.
* Management Committee Members.
* External partners.

This plan is reviewed **every three years** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

**The Accessibility Audit**

* 1. The Management Committee will undertake an **annual** Accessibility Audit.
  2. The audit will cover the following three areas:
* **Access to the curriculum** – the Management Committee will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
* **Access to the physical environment** – the Management Committee will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
* **Access to information** – the Management Committee will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
  1. When conducting the audit, the Management Committee will consider all kinds of disabilities and impairments, including, but not limited to, the following:
* **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
* **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
* **Visual disabilities** – this includes those with visual impairments and sensitivities
* **Auditory disabilities** – this includes those with hearing impairments and sensitivities
* **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
  1. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
  2. All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents.
  3. The actions that will be undertaken are detailed in the following sections of this document.

# Planning duty 1: Curriculum

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| **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| Training for staff on increasing access to the curriculum for all pupils | Audit of the curriculum  Training from Specialist Services and Support teams  Access to courses, CPD  Online resources for CPD shared with staff  Ongoing guidance from specialists e.g. CAMHS, physiotherapists, OT | SLT / SENDCo/ Specialist Services | In place and ongoing | Increased access to the curriculum Needs of all learners met Maintain records of staff trained | Autumn 2026 |
| Effective use of resources & specialised equipment to increase access to the curriculum for all pupil | Strategic deployment of support staff, Use of ICT, eg: Clicker & voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL. Ensure specialist equipment is checked daily and seek advice if needed | Headteacher, SENDCo | In place and ongoing | Positive impact on pupil progress  Barriers to learning are removed by use of ICT and other specialist equipment | Autumn 2026 |
| Adaptations to the curriculum to meet the needs of individual leaners | Use of access arrangements for assessment/National tests  Timetable adaptations  Alternative Provision | SLT, SENDCo | In place and ongoing | Needs of all learners met enabling positive outcomes | Autumn 2026 |
| To establish and maintain close liaison with outside agencies for pupils with additional needs | Time allowed for SENDco and other staff to attend network opportunities and meetings relevant to the pupils they are teaching. | Headteacher, SLT, SENDCo | In place and ongoing | All relevant staff have been able to attend relevant networking meetings for their role  Teaching staff are able to attend meetings for the pupils they are teaching such as EHCP/ EHA /OT to enable them to better meet the pupils needs | Autumn 2026 |
| To further extend the remote learning offer with full curriculum access | Develop further paper based workpacks as required.    To extend further the support for home learning including:  - Student emails and accounts to log in externally  - Further widening of materials  - To liaise over resources to support EHCP outcomes. | SLT, Teaching staff, HLTAs and TAs alongside ICT Team | In place and ongoing development | For all students to continue to have access to a broad curriculum and support for learning in the event they are unable to access the school site. | Autumn 2026 |

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# Planning duty 2: Physical environment

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| **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| Access points to all of the school buildings are accessible | If required, use of temporary ramping at Primary AI due to step at front entrance. | Headteacher | Ongoing | All buildings of the school are accessible to all. | Autumn 2026 |
| Maintain safe access around the exterior and interior of the school buildings | Awareness of flooring, furniture and layout in planning for disabled pupil  Ensure that pathways are kept clear of vegetation and other trip hazards | Caretaker, HeadTeacher, Centre Leads | Ongoing | People with disabilities can move unhindered along exterior pathways  People with disabilities can move safely around the school | Autumn 2026 |
| Regular review of needs for current pupils | Reviews of EHCP and Specialist advice  Risk assessments in place | SLT, SENCO | Ongoing | All current pupils are able to access areas required for learning | Autumn 2026 |

# Planning duty 3: Information

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| **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| Ensure effective communication throughout the school day | Use of onsite walkie talkies for all staff  CPOMS in place and all communication with families logged  Development and updating of school website regularly  School newsletter issued regularly via email and school website | Headteacher, SLT, | In place and ongoing | Ensuring access to information for all learners, parents, Management Committee members and other users of the school | Autumn 2026 |
| Written information is not accessible to pupils with visual impairments | Provide written information in alternative formats / on different coloured papers  Incorporate appropriate colour schemes when refurbishing and install window blinds | Teachers, TAs, SENCO | In place and ongoing | Written information is fully accessible to children with visual impairments | Autumn 2026 |
| Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested | Review all current school  publications and promote the  availability in different formats  when specifically requested | Admin Team | As requested | Delivery of school information to parents and the local community improved | Autumn 2026 |