



Accessibility Plan

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Accessibility Plan

The Equality Act 2010 replaced previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The single Equality Duty which has replaced the three separate duties on race, disability and gender, requires schools to publish equality information to demonstrate how they are complying with the Equality Duty, and prepare and publish equality objectives. The published information should be updated at least annually and objectives should be published at least once every four years.

The Equality Duty has three main elements:

1. Eliminated discrimination and other conduct that is prohibited by the Act
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Schools must have due regard to the three elements outlined above, which means that whenever significant decisions are being made or policies developed, thought must be given to equality implications.

The Equality Act requires schools to produce Accessibility Plans every three years and to take reasonable steps to implement their plan.

Disability

The overriding principle of equality legislation is generally one of equal treatment, however, 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.

Schools are expected to make reasonable adjustments and to now supply auxiliary aids and/or services for disabled pupils. The reasonable adjustment duties are intended to complement the accessibility planning duties.

Definition of Disability

'Physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities' (Equality Act 2010)

The Link School is accessible, inclusive and has close links to the local community. It is a school where diversity is celebrated, and strong partnerships are built. The curriculum provides challenging and stimulating learning experiences, with realistic yet high standards and expectations of progress and achievements for all.

The Link School will enable learners to:

- Build effective relationships.
- Make appropriate decisions and choices.
- Prepare themselves for the challenges of independent living and change.
- Develop a positive self-image and awareness of their rights and responsibilities.
- Be active participants in their learning.
- Learn to be effective communicators.
- Enhance their social understanding and the skills of citizenship.
- Manage behaviour appropriately.
- Enjoy life.

In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002). The school recognises and values families' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parent's and child's right to confidentiality. The school provides all learners with an appropriately balanced curriculum, differentiated and adjusted to meet the needs of individual learners and their preferred learning styles.

Access and School Policy and Procedures

We adhere to the Equality Act of 2010 throughout all our policies and practice to ensure pupils can access learning and the school environment.

Access to the Curriculum

We provide a differentiated curriculum. We ensure all learners can access activities that we offer and adaptations to equipment and activities are made to fulfil this aim.

For learners to access the curriculum, lessons are highly differentiated and take account of individual learning needs. Priority is placed on learner participation, as independently as is possible. Adults are clear about the learning objectives of the lesson, class and individuals. Good communication is supported by the use of additional communication strategies for learners working at early communication levels e.g. signing, symbols and technical communication aids (AAC – Augmentative Communication devices). All learners have access to appropriate computer technology.

Access to Support Services

A team of Speech and Language Therapists and Occupational Therapists as well as a Drama Therapist, Music Therapist, Canine assisted learning and Behaviour Consultant work alongside staff and parents to ensure that we meet the language, physical, social and emotional needs of our learners. Secondary aged learners also have access to a Creative therapist/ Counsellor if assessed as appropriate. We use adapted curriculum materials and sensory approaches for children's sensory impairments.

The school seeks and follows the advice of LA services, such as specialist teacher advisers, Educational Psychologists and appropriate health professionals to ensure barriers to learning are reduced and enable pupils to reach their full potential.

Access to the School Environment

On the Primary site the newer building development offers good facilities for a variety of needs. This part of the building is fully accessible for all pupils, staff and visitors. The school has a fully accessible OT room with areas for supporting pupils sensory diet needs. The outdoor environment is also fully accessible with three designated outdoor learning spaces. The older part of the building has been made as accessible as possible but does not have a lift to the upstairs therapy and specialist IT and Art room.

The Secondary site is on three levels and is fully accessible by either staircase or lift. The playground is accessible to wheelchair users by an outside path at the side of the school.

The Satellite site has large classrooms and outdoor spaces. The main buildings and outside space are accessible to wheelchair users and those with mobility difficulties.

Our minibuses are designed to ensure learners can take part in school activities that take place off site. As a school we encourage independence in our learners and strive to ensure that they experience full and rewarding lives.

Access to Information

All information issued by the school aims to be user friendly. Newsletters and letters incorporate photographs and symbols utilizing Communication in Print software. These aids are used throughout the school to support the learners' communication, reading and understanding. We encourage parents and professionals to take up the offer of having communications sent to them electronically.

ACCESSIBILITY PLAN TARGETS 2022 – 2025

TARGET	ACTION	DATE	OUTCOME
<p>Primary Site Develop further outside areas for continuous provision learning for those that need more space and an individualised approach to their learning.</p> <p>Upgrade the reception play-room so that it is easily accessible to the outside garden space and so that learners can access play and learning equipment independently.</p>	<ul style="list-style-type: none"> - Continuous provision outside plan. - Cost plan - Raise money or use capital finding allocation - Identify OHCAT agreed company to complete project. <ul style="list-style-type: none"> - Playroom development plan - Cost plan - Raise money or use capital finding allocation - Identify OHCAT agreed company to complete project. 	<p>Aut 22</p> <p>Summer 23</p> <p>Aut 23</p> <p>Summer 24</p>	<p>An outside canopy will provide all weather availability for continuous provision to pathway 1 learners.</p> <p>Learners will be able to access the doorway between the playroom and outside space independently. The renovation work will ensure the playroom is bright and inviting to learners. Increased storage space fixed at accessible levels for pupils and staff will increase independent choice making.</p>
<p>Secondary site Complete stage 2 of the playground project.</p>	<ul style="list-style-type: none"> - Get 3 quotes in line with OHCAT policy for stage 2 plans (Levelling of play area/ disability compliant access 	<p>Aut 22</p>	<p>Access onto the main playground will be easier for everyone. Visitors with mobility issues or wheelchair users will have a more</p>

<p>Complete stage 3 of the playground project</p>	<p>and pathways from back of school to playground /canopy area for creative outdoor learning)</p> <ul style="list-style-type: none"> - Put in an application to the Sutton Education building fund to try to get a matched grant. - Commission work - Update stage 3 of playground plan – Gardening area with raised beds / sunken trampoline - Commission a company to complete work following OHCAT policy 	<p>Spring 23</p> <p>Aut 23</p> <p>Spring / Summer 24</p>	<p>direct route to the playground.</p> <p>Students who have an interest in developing practical outside skills and horticulture as a career will have an appropriate space in which to develop these skills. Learners with sensory seeking movement needs will have easy access to a suitable tool to manage their regulation needs.</p>
<p>Satellite site Arrange to expand internal classroom space to provide a confidential therapy space for learners to use for Drama and Music therapy.</p>	<ul style="list-style-type: none"> - Negotiate with WPA to take over the portacabins on the Satellite site - Alter the rental and service level agreement accordingly - Develop a plan to set up confidential smaller areas within the portacabins for therapy sessions - Commission a company to 	<p>Spring 23</p> <p>Summer 23</p>	<p>Learners on the Satellite site will be able to have access to additional therapies to support their emotional development without having to go to another site.</p>

<p>Develop an area on the site to use as a Forest school to increase the personalised curriculum offer for learners that find traditional inside classroom learning challenging</p>	<p>complete the plan following OHCAT policy</p> <ul style="list-style-type: none"> • Satellite enrichment lead to gain qualification as a Forest Lead • Enrichment lead to set up Forest school activities upon the site and manage them- reviewing successes and adaptations that may need to be made. • Source funding for the project from appropriate organisations. • Enrichment lead will look at the feasibility of how small activities could be taken over to the main primary site and perhaps led by the learners at the satellite 	<p>Summer 23</p> <p>Autumn 23</p> <p>Summer 24</p>	<p>A calming space will have been created that the learners feel proud of. This will build confidence and independence Physical Fitness and mental health improvement Small learner led activities at primary site will aid the connection the satellite site has with the rest of the school. This will help to develop empathy with other children and develop appropriate responses to those with differences.</p>
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RELATED POLICIES AND PROCEDURES

Equality and Diversity Policy (Academies)

Equality and Diversity Procedure (Local)

Local Offer

SEND Policy (Local)