Linton School
A division of ROC Northwest Ltd.

ACCESSIBILITY PLAN 2026-2029

Contents: **Page no:**

Important contacts 3

Our school, culture, ethos and values 4

1. Accessibility Plan 5

Linton School

Accessibility Plan

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Head Teacher Designated safeguarding lead (DSL)	Sean Di Sora	Sean.disora@lintonschool.co.uk 01772 957062 07840 803896
Deputy Head Teacher Deputy DSL, SENCo	Andy Cavill	andy.cavill@lintonschool.co.uk 01772 957062 07375400558
Quality Improvement Lead	Tonia Lewis	Tonia.Lewis@cambiangroup.com 07860188746
Director – Education Services	Andrew Sutherland	Andrew.sutherland@caretech-uk.com 07701314378
Local authority designated officer (LADO) for Lancashire County Council	Lancashire LADO	lado.admin@lancashire.gov.uk Management of allegations notification 01772 536 694
Lancashire County Council – Multi-Agency Safeguarding Hub (MASH)		0300 123 6720 0300 123 6722 (out of office hours)
Local authority designated officer (LADO) for Blackpool Council	Blackpool LADO	lado@blackpool.gov.uk 01253 477558
Blackpool Council – Multi-Agency Safeguarding Hub (MASH)		01253 477299
Channel helpline		020 7340 7264

Our School

Linton School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centred curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools' purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future. The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

More information about the school can be found in the school Prospectus.

1. Accessibility plan

Target	Strategies	Time-scale	Responsibility	Success Criteria
To ensure all staff have specific training on disability issues.	Provide appropriate CPD related to SEND areas i.e. Autistic Spectrum Disorder. Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school.	Induction training in place in first 3 months. On going CPD	Head Teacher	To develop staff knowledge of specific disabilities raising confidence of staff.
All staff to be aware of the needs of pupils with SEND or other medical conditions.	To create access plans / IEPs for individuals according to need. To make all staff aware of pupil needs / medical conditions.	Induction training in place in first 3 months. On going CPD	Head Teacher/SENCo	To ensure all members of staff are aware of any pupil with SEND or medical condition and are aware of how to support with them.
To monitor and analyse the achievements of all vulnerable groups and act on any trends or patterns that may need additional support for pupils.	SMT to regularly (termly) review the data and ensure, through pupil progress meetings, that pupils receive the extra support they require.	Termly	Head Teacher/SENCo	Termly monitoring of the vulnerable groups to ensure progress is being made and evidenced.
To purchase resources to support pupil's access to the curriculum.	Purchase items such as software i.e. Clicker 6 Talking tins, writing slopes, coloured overlays, writing mats, high-low reading books.	Research items and purchase as and when required.	Head Teacher/SENCo	Evidence the use of this equipment and track its usefulness.

	ICT plan includes prioritised purchasing list for computer technology as required for students with disabilities			

Improving the physical environment of Linton School to increase accessibility for members of Linton School community with disabilities.

Target	Strategies	Time-scale	Responsibility	Success Criteria
To ensure all the disabled pathways/ramps are in good working order.	To check the pathways, ensuring they are durable and fit for purpose.	Reviewed termly	Head Teacher and Head Office	Damage to pathways to be rectified to ensure it can be safely used for wheel chair access.
To ensure Linton School's environment i.e. corridors, toilets are fully accessible to all pupils	To meet with the estates team to audit Linton School's environment. Organise resources within classrooms to reflect student need.	Reviewed termly	Head Teacher and Head Office	To produce an audit of Linton School's environment. To make adjustments / changes according to the audit outcome.
Classrooms. Ensure that classrooms are optimally organised for disabled students within current restraints. Identify needs & actions for future improvements	Plan classrooms in accordance with student need. Organise resources within classrooms to reflect student need. Incorporate accessibility into any proposed structural alternatives. Provide quiet areas within the school. Think beyond the ramp. Look at accessibility in all areas of school life including	Reviewed termly.	Head Teacher and Head Office	Appropriate use of resources for diverse needs of students with disabilities/additional needs.

	Workshop facilities/PE arrangements and qualifications			
To ensure access in and out of the main school doors.	To allow wheelchair users access in/out of school.	Reviewed termly	Head Teacher and Head Office	Allowing disabled persons access in and around school premises

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents / carers to ensure it is accessible.	Provide information on the website and letters in clear print in 'simple' English. Linton School office will support and help parents to access information and complete school forms.	Current and on-going.	Linton School Office – to be responsible for website	All parents to receive information in a form that they can access.
IEPs and Reviews to be as accessible as possible.	Develop and produce clear and straightforward IEP format which is easy to access for both pupils and parents	Current and on-going.	Head Teacher	Feedback from parents and pupils on the clarity of IEP's. Are they easy to understand and, consequently, user-friendly?

Monitoring and review

The implementation of this policy will be monitored by the Head Teacher, who will make an annual report to the Proprietor. **End of policy statement**