

The Disability Access Plan

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are a friendly school, our inclusive character values the excellent relationships between the school, parents and the community in which each child is treated as an individual and is valued. We encourage the children to work together valuing the relationships they make as lifelong learners. Pupils achievements are celebrated in a pupil centered teaching and learning environment and excellent achievement at school gives them the ability to make the most of their opportunities when they leave our 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 school supports any available partnerships to develop and implement the plan. This includes but is not exclusive to Lincolnshire County Council, Learning Support Services, The Educational Psychology Team, Ethnic Minority and Traveller Education Team, SEN – Transport, Speech & Language Service.

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.

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 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.

Harlaxton CE School Access Plan

Aim	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Improve access to physical environment for pupils with disabilities	Improve accessibility of hygiene facilities for younger children or those with SEND who require toileting assistance	Remodelling disabled toilet to include hygiene suite	Children not yet out of nappies can access the school	Term 1-2 2018	Hygiene suite established
	School plans to improve identification of nosings to exterior steps	Exterior redecoration plan, include the marking of exterior step nosings	Over three year period the school's exterior steps are clearly highlighted	Term 3-4 2019	Physical accessibility of school increased.
Improve and maintain access to the physical environment	Purchase of enough stocks of grit and salt for keeping pathways clear in icy conditions	Ask caretaker to place on regular ordering format	Salt readily available	Term 1-4 annually	Safe accessibility of school increased.
Increase access to the curriculum for pupils with disabilities	Training for teachers on differentiating the curriculum.	Annual training regarding providing an accessible classroom to children with access difficulties. (e.g. epilepsy training; autism; dyslexia; asthma training; physio) Also behaviour including the Lincolnshire Ladder of Behaviour intervention.	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing annually updated	Increase in access to the National Curriculum.

Monitoring Arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if there are any significant changes.

Date of next review September 2021