



*Let all that you do be done in love.*

**1Corinthians 16:14**

## **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.

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for pupils if required.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability with targets set appropriate for pupils with additional needs.</p> <p>Specific staff training in the use of medical aids where necessary.</p> <p>Actively seek the support and advice of all relevant services &amp; agencies to ensure the curriculum is accessible.</p>	<p>To ensure that the curriculum continues to meet the needs of all pupils.</p> <p>To ensure that the curriculum continues to meet the needs of the pupils</p> <p>To ensure that the progress made does not fall behind peers</p> <p>To facilitate the ongoing attendance of pupils with a medical need so that their learning is not impaired</p> <p>To ensure that the curriculum continues to meet the needs of the pupils</p>	<p>Ensure the effectiveness of the curriculum to ensure access for all learners.</p> <p>Resources to be sourced as required</p> <p>Regular review of children with ECH plan levels of progress</p> <p>Training to be kept up to date with the change in need</p> <p>Seek agency support as required</p>	<p>Subject Leaders</p> <p>SENCo &amp; CT</p> <p>SENCo &amp; CT</p> <p>SENCo</p> <p>SENCo</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

<p>Improve and maintain access to the physical environment</p>	<p>The school site is adapted to meet the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• A new extension having disabled access ramps</li> <li>• Corridor width</li> <li>• Lockers installed to reduce tripping hazards</li> <li>• Good room sizes to allow for wheelchair access if required</li> <li>• Changing entrance access if required</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library/ class shelves at wheelchair-accessible height</li> <li>• Signage</li> <li>• Door openers to enable easier access</li> <li>• New pedestrian footpath to reduce pedestrian traffic flow – resulting in a calmer influx</li> </ul>		<p>Continue to monitor access and improve as and when required</p> <p>To ensure that any future works are mindful of the impact upon mobility around the school site.</p>	<p>HT &amp; SBM</p>	<p>Ongoing</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> </ul>	<p>Improve access to all communications</p>		<p>Office Staff</p>	<p>Ongoing</p>	

	<ul style="list-style-type: none"> <li>Pictorial or symbolic representations</li> </ul> <p>Ensure that visual timetables are available and used in every classroom</p>	Improve communication	To be monitored by Governors during learning walks	Governors & HT	Ongoing	
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## 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: Dec 2028

It will be approved by the governors.

## Links with other policies

This accessibility plan is linked to the following policies and documents:

- Curriculum policy
- Health and safety policy
- Equality & Diversity policy
- Special educational needs policy
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Classroom Access	Classrooms are large and spacious to allow for easy unhindered access	Ensure this does not become cluttered allowing for clear access at all times	All staff	Ongoing
Parking bays	Disabled Bay is clearly marked and is as close to the building as possible	Access to the disabled parking bay is by prior arrangement only with office staff. Currently one contracted sports staff wheel chair user makes use of the space.	Admin Staff	Ongoing
Entrances	Automatic Controlled Front doors with enclosed lobby	Ensure this does not become cluttered allowing for clear access at all times	Admin Staff	Ongoing
Ramps	The school has external concrete access ramps to the emergency fire escape routes	Ensure that these remain clear and well maintained at all times	Caretaking staff	Ongoing
Toilets	Three dedicated disabled toilets on site all with support bars and alarms	The disabled toilet in the hygiene suite is the only one used for visitors and the only one with an alarm. Any pupils using the other 2 toilets are supervised, with staff attending directly outside the door which is closed but not locked.	Caretaker SBM	Ongoing
Reception area	Wide area with low hatch for access by wheelchair users	None Required	Admin Staff	N/A
Internal signage	Pictogram signs in place when possible	All fire evacuation signs are clearly visible.	SBM	Ongoing
Emergency escape routes	Five evacuation plan in place including sounders  Fluorescent pictogram signs in use	Regular service and testing of the fire alarm systems to ensure that all service users are familiar with procedures and exit routes	Head teacher Caretaker SBM	Ongoing

Corridor access	The school corridors are wide to allow for easy access via a wheel chair if needed	Maintain and ensure that areas are kept tidy with no tripping hazards	All staff	Ongoing
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