

The Disability Access Plan

Changes

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.

Denton CE School Access Plan

NB Denton school is housed in an old building. Although the doors are wide, there are protruding thresholds, no disabled lavatory facilities and limited disabled access to the site. Although improvements have been made over the years to access areas with ramps, the school remains unsuitable for an adult or child in a wheelchair. There is not any room on the existing site to rectify this situation. The nearest school with disabled access is Harlaxton CE School.

| | Targets | Strategies | Outcome | Timeframe | Goals Achieved |
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| Improve access to physical environment for pupils with disabilities | School plans to continue to highlight identification of nosings to exterior steps | 5 year exterior redecoration plan, include the marking of exterior step nosings | Over three year period the school's exterior steps continue to be clearly highlighted | 2025 | 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 | 2023-25 | 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; dyslexia; autism; asthma training; physio) | 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. |
| Improve access to the curriculum for pupils with disabilities through the use of electronic aids | Purchase/ source aids for reading / sight / hearing or any other impairment for which an electronic aid may help accessibility. | Purchase / source of aids and training to use them as technology becomes available. | Children with some disabilities are supported through the use of electronic aids e.g. Reader pen Ipad visual transfer | Ongoing according o the SEND needs of children and adults within the school | Electronic aids are used to overcome barriers in communication or physical health. |

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| | | | Laptop audio to written word Electronic bed / hoist Hearing loop | | |
| Improve access to physical environment for pupils with disabilities | Improve disabled toilet access by remodelling toilet blocks to include disabled access | Redesign of toilet and cloaks facilities in available space | School has appropriate disabled toilet facilities | 2025 | School is able to be accessed by a child in a wheelchair |

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 Spring 2025