Harrowby Church of England Primary School, Grantham

LINCOLN ANGLICAN ACADEMY TRUST
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Accessibility Plan

2022 - 2025

Accessibility Plan

1. 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 schools 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.

Our school is committed to safeguarding and promoting the welfare of all children and young people. We expect staff and volunteers to share this commitment.

The plan will be made available online on the schools' websites, 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 including the local authority diocese.

Our schools' complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the schools, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and staff.

2. 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. This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria	Achieved
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	All extra curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	SLT / EHT and Local Board / Council	Ongoing	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	
		Classrooms are optimally organised to promote the participation and Independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class	Class teachers Teaching Assistants Pastoral Staff	Ongoing	Lessons start on time without the need to make adjustments to accommodate the	

	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.		bases. Use of visual timetables across the schools.			needs of individual pupils. Children have ready access to a range of resources to support their learning	
		Training for designated staff in the identification of and teaching children with Autism and other specific learning difficulties.	All staff attend appropriate training as the need requires. Outreach provision from external agencies.	SLT / EHT and Local Board / Council	Ongoing As needed	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. <u>This includes:</u> Ramps Disabled toilets and changing	All classrooms accessible to disabled pupils.	Adapt the class arrangements as and when necessary to ensure disabled access on the ground floor	SLT / EHT and Local Board / Council	Ongoing Review when required	To ensure the corridors are conducive to a healthy working environment which is accessible to all The school provides an inclusive environment.	

	facilities Library shelves at wheelchair-accessible height						
Improve the delivery of information to pupils with a disability	Our schools use a range of communication methods to ensure information is accessible. This includes: Internal signage Visual timetables Large print resources Braille Pictorial or symbolic representatio ns	All hearing impaired pupils are able to understand lock down signals and fire alarms	Consider the use of visual signals as well as audio,	SLT / EHT and Local Board / Council	Ongoing	All pupils are safe during lockdowns and fires as they are able to understand procedures for safety through visual prompts.	

4. Monitoring arrangement

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.