



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:

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- 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.

Ropsley CE School Access Plan

NB Ropsley school is an old building, built 1874. Although the doors are wide, there are protruding thresholds, narrow corridors limited disabled lavatory facilities, no shower and limited disabled access to the site.

Although improvements have been made over the years to access areas with ramps, the main body of the school remains unsuitable for an adult or child in a wheelchair. We can accommodate wheelchairs in the school hall for visitors. There is not any room on the existing site to rectify this situation.



	Targets	Strategies	Outcome	Timeframe	Goals Achieved
The accessibility of each entrance and exit is improved in priority order through the fitting of ramps and handrails as finances allow.	Planned use of devolved formula capital resources in accordance with Asset Management Plan priorities.	Over three-year period the school's two main entry areas will be physically accessible. Other entry areas to be dealt with on a rolling programme and completed where capital funding allows.	Ongoing	Physical accessibility of the school increased.	
Improve and maintain access to the physical environment	Purchase enough stocks of grit and salt for keeping pathways clear in icy conditions	Ask caretaker to place on regular ordering format	Salt readily available	Ongoing	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.



<p>Improve access to the curriculum for pupils with disabilities through the use of electronic aids</p>	<p>Purchase/ source aids for reading / sight / hearing or any other impairment for which an electronic aid may help accessibility.</p>	<p>Purchase / source of aids and training to use them as technology becomes available.</p>	<p>Children with some disabilities are supported through the use of electronic aids e.g. Reader pen Ipad visual transfer</p>	<p>Ongoing according to the SEND needs of children and adults within the school</p>	<p>Electronic aids are used to overcome barriers in communication and staff have successfully integrated the use of radio aids.</p>
			<p>Laptop audio to written word Electronic bed / hoist Hearing loop</p>		
	<p>Availability of written material in alternative formats for those with limited sight.</p>	<ul style="list-style-type: none"> • The RNIB guidelines are made available to all staff • A representative of the Governing Body liaises with RNIB and other appropriate bodies to become more aware of services available for converting written information into alternative formats. • Guidance from above is made available to all staff. 	<p>The school provides written information in alternative formats when required.</p>	<p>By end of term 3 2023</p>	<p>Written information provided in alternative formats.</p>



	New website to be accessible for those who have impaired sight.	Website designer is ensuring a good contrast of colours. The site will also be compatible with different browsers accessibility features such as those that use audio only.	The school website and all of the information on it will be more accessible.	By end of term 3 2022	Availability of school information has increased. This includes access to translation services.
Ensure internal decoration of school benefits pupils with visual impairments.	Seek advice from LEA Sensory Impaired Support Service and RNIB on appropriate colour schemes and blinds and follow this when refurbishing.	Several classrooms are made more accessible to visually impaired children. All corridors and entrances more accessible. School corridors will be the first part of the school to be completed.	During Summer Break 2023/24	Physical accessibility of school increased.	

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