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Accessibility Plan

Edenham C of E Primary School

Church schools serving their communities through excellence, exploration and encouragement within the love of God.

The diocese of Lincoln is called to faithful worship, confident discipleship and joyful service and our church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

Plan Owner: Executive Head Teacher

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Aims of this plan

Schools are required to have an accessibility plan under the Equality Act 2010. The purpose of this plan is to show how Edenham CE Primary School intends to secure appropriate access to the school for all disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

At Edenham School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves to their full potential. Everyone in our school is important and included.

We strive to promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. Our school aims to treat all its pupils fairly and with respect, and without discrimination of any kind. This involves providing access and opportunities for all.

We work hard to ensure we recognise everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners.

We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Legislation and guidance

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 relating to Disability, the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Local Board is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including Disability Discrimination Act.

The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He/She has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out 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

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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 specialist equipment, additional staffing or adjustments to premises.

This plan sets out the proposals of the school, intended to secure appropriate access to education for disabled pupils in the three required areas of curriculum, environment and information:

- Curriculum; Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits
- Environment; Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education
- Information; Improving the delivery of information to disabled pupils, which is provided in writing for pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents, and be made available within a reasonable time frame.

Edenham Primary School aims to treat all members of its community, including pupils, staff, governors and other stakeholders favourably and wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting attitudes to disabled people in school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

Linked Policies

The Accessibility plans should be read in conjunction with other school policies:

- Managing of Medicines in School
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- Behaviour and Discipline Policy
- Inclusion Policy
- Positive Handling Policy