

St Luke's C.E. Primary School



Accessibility Plan

St Luke's CE Primary School Accessibility Plan

This plan outlines how St Luke's CE Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the

workplace. The plan will be resourced, implemented, reviewed and

revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone refurbishment.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of auxiliary aid or adjustments to premises.

The accessibility audit

- 1.1. The governing board will undertake a regular Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
 - **Visual disabilities** – this includes those with visual impairments and sensitivities.
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities.
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia.
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Access to Curriculum – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be produced	SENCO	Ad hoc	Resources from whole school training made available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	In line with current pupils needs
Intervention training for support staff	SENCO		Support staff able to work with increased knowledge and provide appropriate resources for pupils.	In line with current needs
Termly learning support meetings to take place to assess and address pupil needs.	SENCO	Via annual EHCP assessment	Pupil needs reviewed and being addressed.	In line with pupils' personal plans
Training for teachers on scaffolding the curriculum for disabled children as required.	Headteacher / SLT SENDCO	Ad hoc	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Developing
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher / SLT	Ad hoc	Staff completed training for specific needs.	Epi pen training and relevant awareness training for staff in line with pupil needs

Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school has wheelchair access and egress.	Headteacher / Business manager/ SLT		The environment is adapted to the needs of pupils	Yes
Develop a disabled access toilet	Headteacher / SLT / Business manager		A disabled access toilet available in each key stage with changing facilities.	Yes
Emergency systems to have visual alarms	Headteacher / SLT / Business manager		Visual alarms fitted	Yes
All new internal doors are accessible for wheelchair users.	Headteacher / SLT / Business manager		Deputy / Headteacher Newly installed doors to be wheelchair accessible.	Yes
Improve accessibility for parents/carers with disabilities, health conditions and families of young carers	Headteacher / SENCO	Ongoing	School communications and events are accessible for all families	

Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats. • Large print • Braille • Pictorial or symbolic representations • audio formats • video formats • digital accessibility	SENCO	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	When required
Ensure signage is suitable for non-readers, is clear and well situated	Headteacher / SLT / Business manager / Site manager	Ad Hoc	Pupils can navigate the school regardless of any disability	
The school makes itself aware of the services available through the LA for converting written information into alternative formats	Headteacher	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	

Monitoring arrangements

Progress against the accessibility plan will be reviewed annually by the governing board and reported as part of the school's equality objectives review process.

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the head teacher.

It will be approved by the governing board.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy