

St Luke's CofE Primary School

Accessibility Plan 2023-2026



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Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how St Luke's Primary School intends, over time, to increase the accessibility of our school for our SEND Pupils and those with other additional needs such as EAL and INE (International New to Education) pupils. St Luke's Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

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

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The aims of the Act and its Code of Practice are to encourage inclusion, something that is intrinsic to our vision as a school. To ensure inclusion, we need to think of the barriers each area of disability may cause the individual and take steps to remove these or reduce their impact.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Local Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. 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; Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- b. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum statements
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy and Protocols
- Academy Development Plan
- Property Plan
- School website and Mission Statement

The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website under policies and SEND offer
- Paper copies are available from reception

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how St Luke's Primary School will address the priorities identified in the plan. The plan is valid for three years 2023-2026. It is reviewed annually.

Approved by: LGB

Date: 24th October 2023

Next review date: September 2026

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability/	St Luke's offers an accessible curriculum for children of all abilities	Training for specific staff including medical training as needed This will include attending courses as identified within the local SEND offer including areas such as Autism and ADHD etc.	Audit of CPD needed.	Class Teacher SENCo	November 2023	List of areas staff feel they would like training for.

SEnd/EAL	and uses specific resources to ensure certain pupils are able to meet their full potential whilst accessing the curriculum through appropriate adaptations.	Use of ICT equipment where needed	Explore use of chrome books and associated tools including: Google translate Google Classroom etc		January 2023	Evidence of ICT equipment being used in lessons more effectively in regular monitoring
	SEMH Intervention being run by HLTA	To offer sensory interventions and SEMH interventions for specific children to ensure they have their sensory needs and emotional needs met in order to access the curriculum.	HLTA to work with SENCo in order to trial sensory sessions.	SENCo TA	Ongoing	Established a sensory circuit group with assessment which identifies and show progression Establish the Hub.
Improve and maintain access to the	Specific children have specific equipment	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Review and implement a preferred layout of furniture and	Class teacher SENCo	Ongoing and reviewed annually	Class environment allows for all children to

physical environment	and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in November to new classes and implement new ideas for new pupils.	Evaluate the use of corridors and storage of equipment. Ensure minimum requirements for H&S are met and exceeded	equipment to support the learning process in individual class rooms.			settle in to new routines quickly School environment allows for movement around school in a safe way
	Currently within school there are steps and posts with yellow warning stripes on.	To improve the access around the school for all including those with sensory needs.	School plans to improve access routes using the 3 year property plan and financial strategy	SLT Governors	On going -2025	Improved access around school for individuals with sensory needs or physical needs.

Improve the delivery of written information to pupils	Staff are aware of visual timetables	Embed use of Widgit within classes https://www.widgit.com/sectors/education/mainstream.htm Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Use Widgit symbols to label trays. Use visual timetables and calendars.	SENCo Class Teacher TAs	March 2023	Classroom environment to have resources in place.
	Signage around school is limited	To improve signage around school including visual clues to aid visually impaired and EAL.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	SLT SENCo	November 2022	Signs to be used around school to identity the use of individual rooms.
	Staff are welcoming and happy to invite parents and visitors into school	Improve communication at the front door	Create pamphlets which are available at the front desk to direct parents and visitors to local support networks eg child trust/PINPOINT/SEN DIASS	SENCo	Ongoing -2026	Pamphlets on display Key information translated.

			Have school information available in different languages.			
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Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has areas leading to different wings of Key stage 1 and 2. Access can be through the main school reception or through individual classrooms and covered area.	All access points are wheelchair friendly but explore ease of independent access. Ensure that wheel chair users have a completed risk assessment identifying escape routes. Identify access routes for visually impaired children.	Site manager	Ongoing
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions –	All school staff	ongoing
Parking Bays	2 dedicated disabled bays provided for both staff and parental use.	Ensure that these are kept clear for correct use.	Site manager	ongoing

Entrances	Main entrance into school accessible –	Ensure fob access is working at all times	Site manager	ongoing
Signage	Signage not cohesive around school	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	SLt/SENCo	July 24
Fire alarms	Currently auditory alarm in place	Visual fire alarm protocol to be put in place if required.	Site manager SLT	Initial enquiries to be made as part of additional needs funding as required.
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained. Ensure escape routes are clearly identified for wheelchair users	Site manager SLT	On going to 2026