Accessibility Plan

This policy should be read in conjunction with the school's SEN and Inclusion policy and SEND Information Report.

Policy agreed: December 2019

To be reviewed: December 2022

St Luke's Primary School Policy for Accessibility

Our Mission at St. Luke's Church of England Primary School is as follows:
St. Luke's is a caring Church of England Primary School that is committed to supporting our pupils to be happy, successful, generous and fulfilled throughout their lives. We believe that each of us is unique and valued by God—all made in his image. And so we aspire to provide an outstanding education for all. We do this by:

- Promoting the highest standards of teaching and learning, with excellent leadership
- Being inclusive, celebrating diversity including all religions, faiths, cultures and backgrounds
- Providing a rich and stimulating curriculum that will inspire and challenge all our learners
- Being a safe, healthy and happy place
- Providing excellent care, guidance and support
- Having a strong partnership between school, parents and the community

For the purpose of this plan, we have highlighted words and statements of particular relevance. We aim to meet the needs of all members of our community on the Isle of Dogs and in particular those who need our support the most. Furthermore, we are ambitious for every one of the children who comes to our school. This plan is designed to enable every disabled child in our school, to achieve their highest standards by ensuring they can access the curriculum whilst being provided with excellent care and support in a safe and accessible environment.

Member of staff responsible:
- Harriet Pickering, SENCO
- Mike Gleeson, School Business Manager

Governor responsible:
- Hylton Bellinger, Health and Safety Link Governor
- Nina Kerr, SEND Link Governor

Introduction
This plan is drawn up in accordance with the duties covered by The Equality Act 2010, in particular Part 6 Chapter 1 (Schools) and Schedule 10 (Accessibility for Disabled Pupils):

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments within a reasonable time for disabled pupils, so that they are not at a substantial disadvantage;
- To increase the extent to which disabled pupils can participate in the school curriculum;
- To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- To improve the delivery to disabled pupils of information which is provided for pupils who are not disabled.

Definition of Disability
You are disabled under The Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily 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.

Key Objectives
Schools are required under the Equality Act 2010 to have an accessibility plan.
The objectives of this plan are:

- Increase the extent to which disabled pupils can participate in the school's **curriculum**;
- Improve the availability of accessible **information** to disabled pupils;
- Improve the physical **environment** of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

Principles

- Compliance with the Disability Discrimination Act (DDA) is consistent with the school's aims and equal opportunities policy, and the operation of the school's Special Educational Needs (SEN) policy;

- The school recognises its duty under the DDA (as amended by the Special Educational Needs and Disability Act 2001 (SENDA)):
  - Not to discriminate against disabled pupils in admissions and exclusions, and provision of education and associated services;
  - Not to treat disabled pupils less favourably;
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
  - To publish an Accessibility Plan.

- In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpins the development of a inclusive curriculum:
  - Setting suitable learning challenges;
  - Responding to pupils' diverse learning needs;
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity
This section outlines the main activities with the school undertakes, and is planning to undertake, to achieve the key objectives outlined above.

a) Education & related activities
The school will continue to seek and follow the advice of Local Education Authority (LEA) services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
b) Physical environment
The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
c) Provision of information
The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

An Accessibility Plan is drawn up to cover a three-year period. The plan will be updated annually.
Please read in conjunction with the attached Access Plans.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils are; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Monitoring and Evaluation
As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Curriculum Committee of the Governors.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

St Luke's Primary School Accessibility Action Plan 2019-2022

Improving the Physical Access at St Luke's Primary School an Access Audit was carried out by SENCO/PREMISES TEAM/SCHOOL BUSINESS MANAGER:

Aim 1:

Aim	Current Good Practice	Objectives	Actions to be taken	Responsibility	Time-frame	Success Criteria
Improving the curriculum access for pupils with a disability	Our school offers a differentiated curriculum for all pupils. Adaptions are made where necessary to meet individual needs. Classrooms are organised to promote the participation and independence of all pupil. SENCo organises appropriate training when children with specific disabilities join the school community. Pupil progress is reviewed rigorously every term.	Children have access to appropriate IT facilities	• Teachers trained on clicker. • APPs bought for iPad's that will support children in meeting their needs independently. • Computer suite upgraded and in-use.	SENCO Deputy Head for ICT	July 2020	✓ Teachers feel confident in their knowledge of clicker. Children accessing this in various subjects. ✓ Children using their class iPad's independently to support them in their learning. ✓ All children accessing computer suite.
	Appropriate use of specialised equipment to benefit individual pupils and staff.	All children will feel involved in play time.	• Introduce friendship benches. • Audit 'playground leaders' and	School Council SENCO SLT	September 2021	✓ Friendship benches introduced and in use. ✓ Playground leaders actively

			evaluate where adaptions need to be made. • Introduce peer mediators. • School councillors to devise playtime rules. • 3 x MDS trained in strategies to support children with SEND.			involving all children in their games. ✓ Peer mediators using strategies to help solve conflicts between children. ✓ MDS trained in strategies to support children with disabilities.
		Teachers and non-teaching staff have necessary training to teach and support pupils	• SENCo will assess the needs of the children and book training accordingly. • Staff will have the opportunity through Performance Management and meetings to express training needs and preferences. •	SENCO SLT	On-going	✓ Staff feel confident in working with children with disabilities. ✓ Staff have been trained in a range of skills they can draw on.
Improving the delivery information to pupils and adults	The school has clear internal signage. The school uses pictorial or symbolic representations.	Make written information available in different formats when requested.	• School to provide translations where appropriate. • School to provide documents in	School Office School Business Manager SLT	July 2020	✓ Adults and children with disabilities in the school community feel they can access

with a disability			large font, braille when appropriate.			relevant information easily.
		Ensure all staff are aware of guidance on accessible formats.	• Dyslexia-friendly classroom training. • Training on communicate-in-print.	SENCO	Ongoing	✓ Teaching staff will produce their own materials that have adaptions for communication.
Improve and maintain access to the physical environment	Awareness of disability issues is raised for adults and children in school. Play-ground surfaces and other outside areas are level and marked to ensure a wide range of activities are safe and allow for a variety of activities. The school is aware of the access needs of disabled children, staff, governors and parents/carers The school has risk assessments in place for children with physical needs. The school building is accessible by 2 lifts.	Improvements for the visually impaired.	• Use of matte laminates for the visually impaired. • External steps and ramps highlighted in yellow paint.	SLT SENCO School Business Manager	October 2022	✓ Hazards will be highlighted to increase the safety of the visually impaired.
		Ensure access to the school office for all.	• School Business Manager will price the cost of automatic doors in school office.	SLT School Business Manager	October 2022	✓ School Office will have automatic doors to allow wheelchair users independent access.
		EVAC chair for stairs in case of an emergency.	• School to liaise with LA for the purchase of an EVAC chair.	SENCO School Business Manager	October 2022	✓ School has EVAC chair and staff feel confident to use it.