

# **St Luke's RC Primary School**

## **Accessibility Policy & Plan**



**“At St. Luke’s School we follow the example of Christ by being God’s disciples here on Earth. We strive to be the best that we can be, to do the best that we can do and to make God proud.”**

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V1	June 2020	N.Bullough	New policy
V2	February 2024	N. Bullough	New building PSHE curriculum

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## **Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- 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.

At St. Luke's we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to living by Christ's example by challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We have high expectations of all pupils.

We are committed to taking positive action in light of the Equality Act, 2010, with regard to disability. We are a very welcoming, inclusive school and are eager to promote a culture of support and awareness within the school.

The Equality Act, 2010, defines disability as when a person has a *'physical or mental impairment which has a substantial and long term effect on that person's ability to carry out normal day to day activities'*.

Some specific medical conditions are also considered as disabilities.

At St. Luke's:

- We will continue to make reasonable adjustments to avoid disabled people being placed at a disadvantage.
- We recognised the need to make changes to our practices to ensure, as far as reasonably possible, that a disabled person can benefit from what we offer to the same extent as a person without a disability.
- We recognise the need to treat a disabled person more favourably in order to ensure that they are able to access what we offer to the same extent as a person without a disability.
- We do not discriminate against a disabled pupil, with regard to admissions, simply because that pupil is disabled and this is reflected in our Admissions Policy.
- We will provide auxiliary aids or services for a disabled pupil, when it is reasonable to do so, to ensure that the pupil is not at a disadvantage in comparison to a non-disabled pupil.

St. Luke's has drawn up an accessibility plan, which will be published on the school's website and which has the following main aims:

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of St. Luke's to enable disabled pupils to take better advantage of education, facilities and services provided.
- To improve the availability of accessible information to disabled pupils.

St. Luke's will review its accessibility plan at least every three years.

## **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.

## **Participation in the Curriculum**

At St. Luke's all pupils have access to a full, broad and balanced curriculum rooted in the Catholic faith. We are committed to overcoming potential barriers to learning for pupils with a disability.

- St. Luke's provides resources, auxiliary aids and equipment and support to ensure that pupils are fully able to access the curriculum.
- Classroom organisation also contributes to accessibility.
- Pupils with a disability are able to fully participate in out of school visits, after-school clubs and cultural activities.
- St. Luke's also seeks and follows advice on the provision of resources, aids and support from the Local Authority support services, such as specialist teachers, advisors and health professionals.
- Support staff are deployed according to individual pupil's needs.
- Training is given to teachers and teaching assistants to teach and support pupils with a disability.

## **Physical Environment of St Luke's School**

St. Luke's school was originally built in 1938. The building has changed and improved over time, with added classrooms and refurbishment.

## **Entrance**

Entrance to St. Luke's is via a ramp through two sets of double doors, which are protected by key pad security. The buzzer to gain entry is easily accessible for all visitors. The office staff are on hand to assist disabled visitors.

### **Early Years**

At the time of writing this policy, the Early Years classrooms are all on one level with good disabled access to all areas for both indoor and outdoor learning.

### **Key Stage One**

Key Stage One is joined directly on to the Early Years Unit and can be accessed internally from Early Years through double doors. Access from the school playground is via ramps and there is direct access outside from each classroom via French windows onto an outdoor area. There is a wide corridor providing good disabled access to all areas. There is a disabled toilet within the toilet facilities in Key Stage One.

### **Key Stage Two**

Key Stage Two comprises of eight classrooms. Two rooms are in the oldest part of the school, which is accessible via a ramp which was installed to provide further access for wheelchair users. These classrooms are also accessible via the front entrance to school. There is also a disabled toilet accessible for children within this building.

Six classrooms are located within a separate double storey building, situated at the end of the school playground. The building is accessible via two ramps and the corridors are wide and accessible for wheelchair users. There is a disabled toilet downstairs within this building. Teachers move classrooms within this building to suit the needs of the children within each cohort.

### **Intervention Hub**

Our Hub has four small intervention spaces off a wide corridor with a disabled toilet at the end of the corridor. This is accessible from the main playground through a wide door and therefore providing good disabled access to this building.

## **Accessibility Plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

### **Equality and Inclusion**

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Time Frame</b>
Accessibility Plan to be an annual agenda item at Governors Meetings	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually.
Training to raise awareness of equality and disability issues as a Catholic community.	Discuss our equality and inclusion duties as Catholic educators. Discuss perception of issues with staff/governors to determine the current status of our school.  Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to Access.	Discussions to be held by December 2020

### **The Physical Environment**

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Time Frame</b>
Ensure that all areas of our school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SLT to audit accessibility of school grounds. Governors Resources Committee to check accessibility and then produce an Action Plan based on the findings.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	To be reviewed annually.

Ensure new building projects in EYFS are physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	Completed
Ensure all classrooms are dyslexia friendly	All classrooms to meet the criteria of a dyslexia friendly classroom from the checklist	All staff to ensure classrooms are organised effectively and everything is clearly labelled	To be reviewed annually
For the hub to be an extension to our school and provide a multi-sensory, intervention space to support the needs of our pupils.	Sensory equipment and resources for children. Breakout room with soft furnishings only. Role play/imagination space.	Children to access the area at times when they need it during the school day with our school Wellbeing Coordinator/SENCO and teaching assistants.	July 2024

## **The Curriculum**

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Time Frame</b>
Continue training on different aspects of SEND including adaptive teaching within the classroom.	Review the needs of children with specific issues (e.g. FASD) and provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change over time.	On going
All out of school activities are planned to ensure the participation of the whole of the range of	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive	On going



pupils.		environment with providers that comply with all current and future legislative requirements.	
Classrooms are organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classes, e.g. Prowise boards, designated laptops, iPads, coloured overlays, reading rulers, buff coloured paper, pencil grips, writing slants, therabands etc.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed annually. On going
Access arrangements to meet individual's needs when taking tests etc. This will be applied for and support provided when required.	SENDSCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	On going
Develop the PSHE curriculum through Ten Ten.	All children with SEMH needs will receive high quality WAVE 1 teaching for their needs.	High quality PSHE lessons taught in classes which meets the SEMH needs all of pupils	September 2023
Ensure the appropriate deployment of support staff	Support staff to be deployed most effectively to support the needs of all pupils.  Appropriate training for support staff to enable them to effectively deliver high quality interventions.	In class support, group interventions and 1:1 interventions to be carefully planned and delivered.	On going

## **Written and Other Information**

<b>Target</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Time Frame</b>
<p>Make available school newsletters and other information for parents/carers in alternative formats.</p> <p>Availability of written material in alternative formats also.</p>	<p>Review all current school publications and promote the availability in different formats for those that require it.</p> <p>Our school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes.</p>	<p>On going.</p>
<p>Availability of written information in alternative languages.</p>	<p>Our school will use information and translations provided by the EAL service for key information for EAL families.</p>	<p>School information will be available for all.</p>	<p>On going, as needed.</p>
<p>To continue improving access to written material on screen and printed for any visually impaired member of the school community.</p>	<p>Use of larger fonts where needed.</p> <p>Use of iPads.</p> <p>Access arrangements in tests to meet individual's needs.</p> <p>To work closely with the visual impairment team in supporting identified pupils.</p>	<p>Pupil who is visually impaired will be better able to access written information.</p>	<p>Review annually.</p>