

Accessibility plan

St Luke's CE First School



Approved by:

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1. 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 strive to ensure that every child in our care achieves to their full potential and leaves our school a caring, considerate and confident individual who is ready for the challenges that lie ahead.

At St Luke's CE First School we aim to:

- Assist the pupils, irrespective of their abilities or disabilities, to develop positive attitudes to learning and to recognise it as a life-long process.
- To help all children, irrespective of their abilities or disabilities, to reach their full potential.
- To provide our pupils, irrespective of their abilities or disabilities, with a broad, existing curriculum
- To ensure that pupils and staff, irrespective of their abilities or disabilities, are safe and feel safe
- To ensure that our school is a place free of discrimination on the grounds of race, gender, culture, ability, disability, faith or sexual orientation.
- To prepare our pupils for an active life in modern Britain.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. 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.

Action plan

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

Current Needs:

We do not currently have pupils with access issues, sight impaired pupils, children with significant mobility needs or parents or staff who use mobility scooters on school premises or have access needs.

We have two pupils on roll who have hearing impairment.

Increase access to the curriculum for pupils with a disability				
Current good practice:				
<ul style="list-style-type: none"> • St Luke's offers a highly differentiated curriculum based on the needs of individual pupils and cohorts of pupils • We offer morning Nurture provision for up to 6 pupils in Reception/Year 1 which is run by 1 HLTA and 1TA • The schools SEN and Inclusion Coordinator ensures that the appropriate resources are provided for pupils with SEN or have additional needs or disabilities. Where appropriate additional adults are employed to meet the needs of pupils with SEN or have additional needs of disabilities. • The curriculum is continuously monitored and amended to meet the changing needs of all pupils. Work is scaffolded to meet the differing needs of all pupils. • The school uses ScholarPack to track pupils' progress, attainment and attendance and Fort Royal to track children working significantly below to enable small increments of progress to be measured. • SLT carry out Pupil Progress meetings termly, track the progress of groups of pupils (SEN, PP etc) • EHCPs are reviewed annually. 				
Aim	Action	Lead	Timescale	Success Criteria
Increase confidence of all staff in differentiating and adapting the curriculum.	<p>Be aware of staff training needs on curriculum access.</p> <p>Provide appropriate training in specific areas of need and removing barriers.</p> <p>Access support from specialist services and teachers.</p>	Leadership Team & SENCo	Ongoing support	<p>Children appropriately challenged across the curriculum.</p> <p>All pupils irrespective of ability, disability or need make academic progress in line with their ability.</p>
Increase teaching assistant's knowledge & skills to support pupils.	<p>Assign suitable CPD schedule for teaching assistants.</p> <p>Assign areas of expertise for teaching assistants e.g. communication, dyslexia, ASD</p>	Assistant Head/SENCo	Ongoing support	Raised staff confidence in strategies to improve children's independence and access to curriculum.

	<p>Access for teaching assistants to work alongside and train from specialist support services.</p> <p>Half termly TA meetings to share good practice and train.</p>			
Educational visits to be accessible for all.	<p>Develop guidance for making trips accessible.</p> <p>Ensure voluntary contributions are fair and offer alternative payment methods to allow trips to happen.</p>	Headteacher, SENCo & EVC	As needed	All children able to access all educational visits and take part in all activities.

Improve and maintain access to the physical environment

Current good practice:

- School corridors areas at least 1m in width. Staff ensure corridors are kept clear and tidy.
- There is a disabled car parking bay.
- The school has disabled toilet facilities.
- Ramp access into school office.

Aim	Action	Lead	Timescale	Success Criteria
Improve disabled access into all classrooms	Gather quotes for a ramp on external staircase to enter/exit Reception/Year1 classrooms.	Site Manager	By April 2027	Access to all classrooms improved and compliant.
Access into main entrance of school and reception to be fully compliant.	<p>Quotes to be gathered for disabled access to main entrance to be improved; power assisted double doors to replace existing single door.</p> <p>Signage around site improved for disabled access into building</p>	Site Manager	By April 2027	Main entrance fully accessible for all and compliant.
Ensure all disabled pupils and staff can be evacuated safely.	Personal Emergency Evacuation Plans (PEEP) in place for any pupils or staff who need it.	Fire Marshall/Site Manager/SLT	Ongoing. Review termly.	Clear and precise evacuation practices.

Improve the delivery of information to pupils with a disability

Current good practice:

The Fire signs have been upgraded in line with recommendations.

Visual timetables are prominently displayed in all classrooms.

All communications to parents are sent through class dojo which can be translated and enlarged.

Laptops available for 1:1 TAs to support pupils with significant needs, for example, hearing impairment.

BSL TA employed to support pupil who is profoundly deaf.

Aim	Action	Lead	Timescale	Success Criteria
Lesson documents and resources accessible to all.	Use of pastel paper/ overlays for dyslexic pupils/parents/carers Large print and audio formats as required.	Headteacher, SENCO and Teaching Staff	Now through to 2027	All pupils to be able to access resources used in all lessons.
To create inclusive BSL environment for hearing impaired pupils.	Close classroom doors to eliminate background noise in classrooms where pupils have hearing impairment. Create BSL visuals in classrooms to encourage peers to learn some signs and enhance inclusion Create opportunities for groups of children to learn some BSL using the new BSL Curriculum resources. The full curriculum, from nursery to the end of secondary is now available, free of charge, for all to use. https://www.fbarnes.camden.sch.uk/bsl-curriculum-2 Create opportunities to watch signed stories such as "Signing with Leanne" to give examples of other people signing.	SENCO, BSL TA	Now through to 2027	Pupils with hearing impairment feeling included and able to communicate with peers and adults.

3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

4. 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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	one	Investigate ramps due to 10 flight of steps	Site Manager	April 2027
Corridor access	N/A	N/A		
Lifts	N/A	N/A		
Parking bays	Already in situ	N/a		
Entrances	All have double or wide access doors.	Investigate costs for electric doors for main entrance	Site Manager	April 2027
Ramps	Internal ramps	Investigate cost of ramps	Site Manager	April 2027

Toilets	Renewed & Disabled access	NA		
Reception area	Wide access doors.	Investigate costs for electric doors for main entrance	Site Manager	April 2027
Internal signage	Recently completed	N/A		
Emergency escape routes	Recent Fire Assessment Completed	See audit	Site Manager	April 2027

