

St Luke's Catholic Primary School



This policy will be reviewed regularly and re-presented to The Governing Body as appropriate if significant changes are made.

Reviewed by: J. Andrews & A. Crist

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St Luke's Catholic Primary School Accessibility Plan

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (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 Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Luke’s Catholic Primary School the Plan will form part of the School Development Plan and will be monitored by the Head teacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At St Luke’s Catholic Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) St Luke’s Catholic Primary School’s Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with all relevant parties. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) St Luke’s Catholic 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) St Luke's Catholic Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve 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 timeframe.

5) St Luke's Catholic Primary School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) 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.

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

- Behaviour Management Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior

to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

2. Aims and Objectives

Our Aims are:

- **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, parents, carers and visitors to the school,**

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views following meetings/workshops, or in asking parents to complete school' proforma which gathers information related to special educational needs and disability, allergies, medical conditions emergency contact information etc.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction difficulties, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All areas within the school, except for the upstairs classrooms, are fully accessible to all.

Curriculum

All areas of the curriculum are fully accessible to all pupils. School will ensure reasonable adjustments are made to accommodate any child in the school. Where this may present challenge, school will work with parents/carers and or any other professionals or outside agencies to overcome issues presented.

Information

Different forms of communication are/will be made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is on one site and consists of a main two storey building which houses the KS1 and 2 classrooms and a single storey EYFS building. There are lifts providing access up sets of stairs into the hall/dining room and EYFS. There are several wide door access points from outside.

Early Years and KS1 areas/classrooms are all on the ground floor with wide door access to the main building and EYFS.

In the main building all KS2 classrooms are on the upper floor.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrances feature a secure lobby with low reception hatch, ensuring full accessibility to wheelchair users. There are disabled toilet facilities available, one in EYFS and one in the corridor by the children's main entrance. Both are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

6. Action Plan

St Luke's Catholic Primary School

Access Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	To provide learning experiences and assessment methods which are appropriately differentiated/modified to allow all children to access the curriculum	Differentiated/modified experiences/recording methods, assessments methods and homework to include dyslexia friendly practice and whole school strategies Performance Management observations and drop in sessions by HT /SLT/Inclusion Managers Phase Monitoring and reviews Inclusion Managers/SENCO ensure all children are included in all areas of school life SEN assessment sheets for children who are working significantly below A.R.E	All children to access learning experiences and demonstrate their knowledge and application of new skills through appropriate learning/teaching and assessment activities	Continued monitoring (assess/plan/do/review) Class teachers Senco SLT	Planning throughout year groups show differentiation and includes whole school strategies. Assessment and tracking methods throughout school are robust and reliable and data analysed to plan next steps. Children with complex needs and disabilities are well catered for
Short Term	To continue to provide high quality opportunities and support for children with SEN/disabilities	Ensure continuity of provision Small group support is provided for individuals identified by CT's and TA's and assessed and reviewed 1/2 termly Provision includes "off target" children Children with a /complex needs/disability/FSM/LAC/gender etc. are tracked as discrete group(s) Children's Personal Provision Plans replace the old IEP targets with a more holistic view of a child and are reviewed termly with the Inclusion Manager and discussed with parents at Parents Evening This information is used to prioritise children to	Children are identified early and necessary action is taken to move learning forward Group work is relevant and appropriate to children's needs Groups are monitored and reviewed regularly to ensure progress Focus for group work is discussed by Inclusion Managers/SENCOs , Phase Leaders and	Ongoing assessment, monitoring and review	Small group support takes into account children's needs and progress and do not remain static throughout the year. Key progress data analysed to ensure high quality provision is provided and monitored and reviewed regularly Children/families/parents/
Short Term					

Short Term	<p>Establish close links/liaise with parents</p> <p>To establish close liaison with outside agencies for pupils with on- going health needs. Eg Children with severe asthma, epilepsy or mobility issues.</p>	<p>be seen by the Ed. Psych, Speech Therapist, Outreach Support Services etc. for further assessment The assistance of other agencies (E.g. Speech and Language Therapists, Ed Psychs, Occupational Therapists etc.) is also sought when staff feel a child may have additional difficulties which have not yet been identified</p> <p>Collaboration and information sharing between school and families</p> <p>Collaboration /working between all key personnel</p>	<p>LSAs to ensure it is relevant and appropriate Regular meetings (TAC's, EHAT Reviews etc.) take place between Inclusion Manager/SENCO, parents and outside agencies to discuss individuals' progress Regular updates given to Head, Senior Management Team on individuals, groups etc</p> <p>More effective, direct discussions around key individual children within schools can take place</p> <p>Clear collaborative working approach</p> <p>Clear collaborative working approach</p>	on-going	<p>carers/ well supported</p> <p>Team working and information sharing enables school to fully support children , families etc</p>
Med Term		School's web-site contains details of school /local offer detailing provision and support for children with SEND	Parents/families able to identify schools with necessary or	Achieved with regular updates	Children/families able to see resources within school. More choice available for

			appropriate provision for children		parents when selecting a school
Med Term	To review all statutory policies to ensure that they reflect inclusive practice and procedure	Compliance with the Equality Act 2010	All policies clearly reflect inclusive practice and procedure		All relevant information accessible to families/parents/carers and wider community
Med Term	Ensure equal access to ICT for all children	Ipads accessible in all classrooms incorporating a wide range of programmes which take account of a range of abilities and learning needs Ongoing review of software ensures programmes remain up to date and relevant to children. TT Rockstars	Learning more interactive/motivating for all children and particularly those with additional needs	Achieved Continue to monitor /review	All children have access to ICT as an additional tool for learning
	To ensure ongoing professional development for all staff resulting in high quality provision for children	SENCO qualification achieved by SENCO, Rolling programme of SEN /Inclusive practice/CPD training for all staff Audit/review of training needs for TAs to ensure all staff skilled in supporting individuals/groups/delivering high quality small group support etc. E.g. Specific TA training course/conferences delivered by LA	All staff continue to receive high quality training and continued professional development opportunities. All staff competent and confident in teaching and supporting children with additional needs	on-going and reviewed/ monitored regularly	CPD opportunities on-going Good provision for children whose learning/behaviour falls outside what is expected.
Long Term	To evaluate and review the above short and long term targets annually	See above		Annually	All children making good progress.
	To deliver findings/report on SEND status to the Governing Body	Regular reporting to Governors ensures all are fully informed		Annually Termly SEN Governor / SENCO meetings	Governors fully informed about SEN provision and progress

Long Term	School to continue to develop pro-active approaches to take account of needs of individuals and family circumstances. Provide high quality, targeted support for children and families	Continued development and review of lunchtime club as a positive approach to tackling some children's complex needs. Complete PASS survey with pupils to determine attitudes towards learning and self.	Lunchtime club furnished and resourced appropriately Designated staff and Learning Mentor supporting to work together to provide support for identified children. Interventions set up according to results.	Beginning and end of each academic year.	Lunchtime club and Learning Mentor groups set up with continuing development and support for children who experience difficulties in mainstream classes and at playtimes. Lessens the amount/occasions of difficult or unpredictable behaviour in the mainstream classes
Long Term	To continue offer and develop fully Extended and Flexible Service and Wrap-Around Care	Demonstrates that the school is committed to excellent provision for children	School is able to offer a number of options for young children's' care and education within a flexible programme e.g. different times/slots, breakfast club, after school club, daycare (Nursery), lunchtime club School can offer F/T support for vulnerable children and their families	Achieved with ongoing review and monitoring Ongoing as need arises	Extended and flexible service in place. Parents offered wider choice in education and care of their children Strengthened links between parents and school Service continues to be developed in order to provide highest quality care
Aim 2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
	Targets	Strategies	Outcome	Timeframe	Goals Achieved

Short Term	Ensure that emergency evacuation procedures are effective for all children	Ensure nominated persons are known to all staff during evacuation procedures for all children with significant needs	All children/staff are protected by alarm and evacuation procedures	Monitored regularly	Achieved (monitored and reviewed regularly)
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Monitored regularly	Lively and inviting environment maintained.
	Ensure all with a disability are able to be involved.	Review access for individual disabled children as part of Personal Provision Plan process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.	Enabling needs to be met where possible.	Monitored regularly	All children parents/carers and visitors to the school can access appropriately
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed within an Individual Healthcare plan.	Health and safety requirements are met. All staff fully aware of children in school with medical needs	Immediately and with regular review/update	Individual Healthcare plans in place and reviewed regularly. Children with medical needs are well managed in school
	Ensure disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled parents/carers to drop off & collect children Offer a meeting time to explain letters home for some parents who need this Ensure school continues to adopt a proactive approach to identifying the access requirements of disabled parents	Needs of all visitors/parents/carers are taken into account	With immediate effect and to be reviewed regularly	Disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

Med Term	To ensure signage in and around school is accessible to all members of school community	Building Access audit reviewed/updated regularly Signs in and around school renewed when/as necessary	Key actions and costings identified by governing body	Ongoing	School fully accessible to all
	To provide appropriate 'work' and play areas for all children. Continue to develop playgrounds and facilities	Continue to develop external environment to include outdoor continuous provision , playground, equipment and resources Provide areas where children can 'be quiet' or restful if needed. Continue to develop the Nurture Lunchtime clubs	Staff to continue to work together to plan creative curriculum for outdoors which incorporates all areas of learning within EYFS Staff to continue to work together to develop a well-resourced, inviting outdoor environment across the school Good quality resources purchased to enhance children's physical development during playtime and lunchtime Look into cost of benches and canopies to provide shade Key children able to access (Nurture) support	Ongoing Continued monitor/ review process Ongoing	All children in Phase 1 have access to outdoor provision which has been well planned and resourced to further independence and learning. Children have access to a welcoming, exciting outdoor environment Children engaged in play together. Less accidents take place Children continue to develop gross motor skills A valuable, additional teaching area/resource available for all A quiet place for children to access when needed Children have a choice of area to access according to their need. Inclusive child-friendly play areas Children with additional needs are supported at times when they feel most

					vulnerable. Less incidences of some negative behaviours
Long Term	Improve physical environment of school	School will take account of the needs of pupils, staff 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, and colour schemes, and more accessible facilities and fittings.	Needs of all are taken into account when planning changes to physical environment	Ongoing	Enabling needs to be met where possible.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week. Bikeability for children, Road safety awareness sessions for Infant children	Health and safety given high priority	Ongoing	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Continue to identify children/members of the wider school community with disabilities under the terms of the Disability Discrimination Act and scheme to ensure all can access the curriculum and physical environment	Use of admission form to encourage parents to disclose this info Opportunities at induction meetings for parents new to school to arrange appt with Inc. Managers/SENCO or home visits to further discuss their child. Continue with school's informal 'open door' policy as a means of addressing minor problems immediately Work with Parents/ Occupational Therapists/Physiotherapists re. key children to ensure any with identified difficulties in this area (physical disabilities) are catered for	Children/adults with disabilities identified Possible barriers to access removed	In place and monitored	Any members of the school community with a disability are identified Progress of children with disabilities tracked as a discrete group Parents able to have any potential problems addressed a.s.a.p Full access to all areas of the curriculum and physical
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					environment
	<p>Continue to monitor access to meetings for parents/carers with SEND</p> <p>Improve physical access to meetings for parents/visitors with disabilities</p>	<p>Any meetings which use Power Point as a presentation medium should incorporate a printout of the notes as well</p> <p>Workshops on different aspects of the curriculum i.e. reading/writing skills etc. incorporated as part of the school's ongoing work with parents</p> <p>School continue to adopt a pro active approach and where possible identify any possible problems beforehand</p>	<p>Parents/carers have a more clear understanding of the meeting</p> <p>Parents included and supported in understanding curriculum developments /new initiatives. Practical ideas and activities demonstrated</p> <p>Parents/visitors able to physically access school. Any known barriers to access are removed or adjustments made</p>	<p>Immediate and with ongoing review</p>	<p>Removing a possible barrier for those parents with SEND</p> <p>Practical, creative workshops a key feature in working with parents</p> <p>Removing possible barriers for those with disabilities</p>
Info ST	<p>To ensure good quality information sharing between home and school</p>	<p>Offer home visits to parents of children new to the school if they so wish.</p> <p>Continue open door policy for parents to have opportunities to receive reports/information at face to face sessions e.g. parents meetings</p> <p>Use of school web site providing key information relating to all aspects of school</p> <p>Learning platforms such as oxford owl accessible in the home as a further means of learning support eg TT Rockstars</p> <p>Text messaging service for parents in place, facebook page and website.</p>	<p>Regular meetings take place to enable parents to discuss their child's progress with CT</p> <p>Parents able to discuss their child's needs further with Inclusion Manager/Senior Leaders if needed</p> <p>Home and school are aware of issues which may impact on</p>	<p>Continue to assess , review and update</p>	<p>Admission forms contain section on disability</p> <p>Letters/proformas reviewed regularly to ensure they remain informative, relevant and up to date</p> <p>School web site to include relevant information to parents which they can access at home eg TT Rockstars.</p>

			children's learning		
Short Term	To ensure written information is accessible to all members of school community	Ensure information provided for parents is 'jargon free' Support from (EAL support) if help needed with translation 'Open door' policy to continue to ensure parents/staff have informal opportunities to discuss any possible problems	All members of school community are fully informed Some problems can be solved early and relatively simply with this informal approach	Achieved and monitored/ reviewed regularly	Good systems of information sharing between home and school fully established
Med Term	To continue to develop parent and pupil support systems	Continue to develop the role of the Learning Mentor in supporting individuals and families	Vulnerable children and families identified A more proactive approach established	Ongoing with monitoring and regular review	Learning Mentor working across the school in supportive role. Parents/children know who this is and how to access. Parents/pupils have good support mechanisms in school Vulnerable children and their families have a supportive network of professionals working with them
Med Term	Assess the impact of current policies and practice in school in relation to SEND	To continue meetings with staff, TAs, other agencies to discuss inclusion and disability related issues Feedback to HT/SMT and Governing body	Policies and procedures in school are updated taking account of any inclusion or disability issues raised. The impact of policies and procedures in school are discussed and take into account the views of disabled	Sep 2020 with regular review	Inclusion /disability/ equality continue to be given high priority in school

			members of the school community and parents of children with disabilities		
Med Term	To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <p>Records passed up to each class teacher.</p> <p>End of year class teacher transition meetings</p> <p>Annual reviews</p> <p>Pupil Profile meetings between SENCO/Class teachers</p> <p>Medical forms updated annually for all children</p> <p>Individual health care plans</p> <p>Significant health problems i.e allergies – children's photos displayed on staffroom notice board / dining rooms/main offices/info kept in separate file in staffroom/Class SEN registers/file contain key info updates as necessary</p>	Key records containing important info kept up to date and circulated as necessary	Ongoing	<p>Each teacher/staff member aware of disabilities/medical needs of children in their classes</p> <p>Cooks/lunchtime supervisors aware of food allergies</p>
Long Term	<p>In school record system to be reviewed and improved where necessary.</p> <p>(Records on Sims/ network/ protected</p>	Record keeping system to be reviewed regularly.	Continual review and improvement	Ongoing	Effective communication of information about disabilities throughout school.
I LT	To ensure good quality information sharing between home and school	<p>All new starters to nursery/school are invited to attend induction meetings/workshops</p> <p>All parents of children starting Nursery are offered a home visit prior to starting school</p> <p>Series of informative workshops presented throughout school (e.g. reading, maths) aimed at children and their parents.</p>	<p>Good home/school information sharing and better developed relationships</p> <p>Better targeted learning experiences for children involved</p>	on-going	<p>Meetings set up and developed</p> <p>Smaller groupings developed/more personal approach</p> <p>Text messaging service established and reviewed regularly</p>

		<p>School Nurse drop in sessions , Rejoice assemblies, EYFS Stay and Play, Parent/teacher meetings, 'meet the teacher,</p> <p>Ensure parents are aware of the protocols for raising concerns (i.e. first discussions with Class Teacher/Key workers, then to Inclusion Managers/SENCO/Members of SMT, Deputy/HT</p> <p>School website contains key information for parents about curriculum, newsletters, key events etc</p>	<p>Children and parents working together in school</p> <p>Parents fully aware of opportunities for discussion re. their child</p> <p>Info readily available in accessible formats</p>	<p>Achieved, continue to monitor/ review</p> <p>Achieved continue to monitor/ review</p> <p>As above</p>	<p>Sessions/Meetings set up and continue to be developed</p> <p>Parents confident in raising concerns if necessary</p> <p>Parents fully informed on all aspects of school life</p>
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