

**We follow in the footsteps of Jesus as
we live, love and learn together.**



Accessibility Plan 2023-2026

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

Policy reviewed: Autumn 2023

To be reviewed: Autumn 2026

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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

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and SEND Code of Practice 2014.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Definition of Disability under the Equality Act 2010 states that a person has a disability if:

‘They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.’

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.

Vision and Values

1. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. St Luke's Catholic Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school:

- Improve 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.
- 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 afterschool 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 the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame.

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

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

- Curriculum
- Equal Opportunities and Diversity
- Health & Safety (including off-site safety)
- Special Educational Needs & Disability
- Behaviour for Learning
- Safeguarding Policies

The accessibility 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.

3. Accessibility 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.

An annual accessibility audit will be completed. Please see Appendix for details.

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

It will be approved by the Head Teacher and Governors.

4. Action plan

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

Curriculum	Success criteria	Environment	Success criteria	Information	Success Criteria
Short Term Targets					
To provide learning experiences and assessment methods which are appropriately differentiated/modified to allow all children to access the curriculum. Review practice/programmes to support children with dyslexia.	All children to access learning experiences and demonstrate their knowledge and application of new skills through appropriate learning/teaching and assessment activities.	Ensure that emergency evacuation procedures are effective for all children	All children/staff are protected by alarm and evacuation procedures	Continue to identify children and 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	Any members of the school community with a disability are identified Parents able to have any potential problems addressed a.s.a.p. Admission forms contain section on disability
New format for children's Learning Plan's is introduced with a more holistic view of the child.	New systems for assessing and recording progress for all children (Insight and PIVATs) New Learning Plans are in place and reviewed regularly and discussed with	Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Health and safety requirements are met. All staff fully aware of children in school with medical needs. Individual Healthcare Plans in place and reviewed regularly. Children with medical	To ensure written information is accessible to all members of school community.	Letters/proformas reviewed regularly to ensure they remain informative, relevant and up to date and available in a variety of languages. Use of Class Dojo to translate information.

	parents at least every term.		needs are well managed in school.		
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision.	SMT understand the extent to which children with disabilities access additional activities such as after school club and music lessons.	Ensure disabled parents have every opportunity to be involved in their child's school life.	<p>Disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.</p> <p>Needs of all visitors, parents and carers are considered.</p> <p>Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education</p>		

Medium Term Targets					
Curriculum	Sucess Criteria	Environment	Success criteria	Information	Success criteria
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	All policies clearly reflect inclusive practice and procedure.	To ensure signage in and around school is accessible to all members of school community	Key actions and costings identified by governing body. School fully accessible to all.	Class based staff to be aware of pupils' needs and how best to deliver the curriculum and activities to them. SEND resources audited and renewed as necessary	Teachers are confident in their knowledge of how to present material to individual pupils with SEND.
To ensure ongoing professional development for all staff resulting in high quality provision for children	All staff continue to receive high quality training and continued professional development opportunities. Audit/review of training needs for TAs to ensure all staff skilled in supporting individuals. E.g., Specific TA training.	To provide appropriate 'work' and play areas for all children. Continue to develop playgrounds and facilities, including new Forest School area.	All children 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 and continue to develop gross motor skills.	To review children's records ensuring school's awareness of any disabilities.	Each teacher/staff member aware of disabilities/medical needs of children in their classes.

	All staff competent and confident in teaching and supporting children with additional needs.				
Curriculum	Success criteria	Environment	Success Criteria	Information	Success criteria
Long term targets					
School to continue to develop pro-active approaches to take account of needs of individuals and family circumstances.	Continued development and review of support and interventions as a positive approach to tackling some children's complex needs.	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	In school record system to be reviewed and improved where necessary. (Records on Sims/CPOMS/network/protected)	Effective communication of information about disabilities throughout school.

			schemes, and more accessible facilities and fittings. Enabling needs to be met where possible.		
Provide high quality, targeted support for children.	Designated staff provide support for identified children. Interventions set up according to results.				

5. Monitoring arrangements

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

It will be approved by the head teacher.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) policy and information report
- Supporting pupils with medical conditions policy
- Diversity & Equal Opportunities Policy

Appendix 1: Accessibility audit template to be used for annual audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access				
Stairs				
Parking bays				
Ramps				
Toilets				
Reception area				
Signage				
Emergency escape routes				