

# St Luke's Primary School - Accessibility Plan

3-year period covered by the plan: 2022-2025



**Date: 13<sup>th</sup> May 2022**

**Review Date: June 2024**

## Context

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 Equality Act 2010:

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

This plan sets out the proposals of the Board of Governors of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## The School

We are a maintained Special School for children aged 3 to 11 years.

We are working within a national framework for educational inclusion provided by:

- Children and Families Act 2014
- Special educational needs and disability code of practice: 0 to 25 years (June 2014)
- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- Equality Act 2010
- Code of Practice for Schools (Disability Rights Commission)
- Ofsted inspection

## The purpose and direction of the school's plan: vision and values

### Vision

At St Luke's we believe that every child should have the opportunity to flourish regardless of their starting points. We aim to provide a safe, caring and stimulating environment which is focussed on supporting the children to make outstanding progress. We believe in celebrating the children's every achievement no matter how small. At St Luke's we are *champions for every child*.

At St Luke's Primary School we aim to create a learning community where children with a range of needs are taught in inclusive classrooms. We aim to ensure that all children can make the best progress they can.

### Ambition

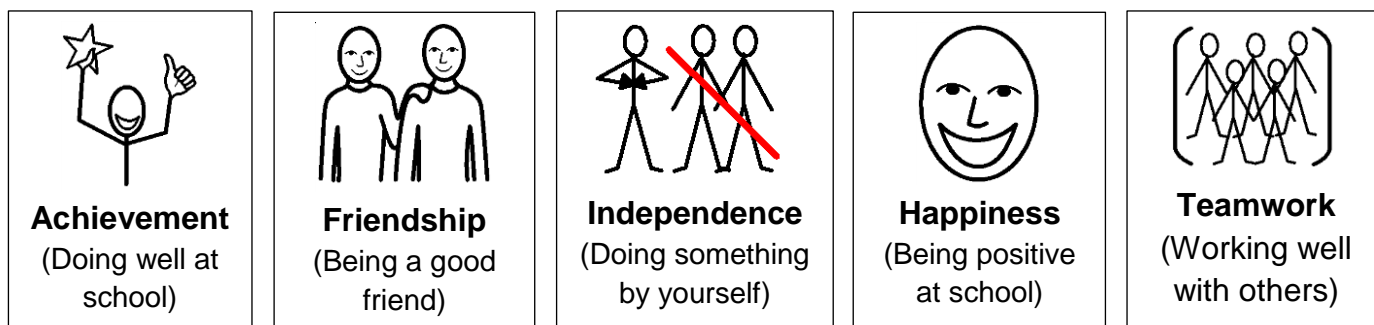
At St Luke's we aim to become an outstanding school. We want the children to be taught by outstanding teachers who understand their academic, personal and social needs and support them to achieve their full potential. We want to create a climate where all staff are confident in knowing how to support each individual child's specific needs, including when children's behaviour challenges.

At St Luke's we are working towards being a school which supports all aspects of a child's needs as this will have a positive effect on their school life, home life and social life and will help them prepare for later life. We want to improve further how we work with families and other agencies to support children with their behaviour, personal care needs, sleeping and diet.

At St Luke's we are creating a culture of learning. We are developing staff who are well trained to meet the children's needs and who understand their specific needs and how they impact on their behaviours and communication. We are creating a culture where staff share ideas and discuss the impact of the children's needs on their learning and life.

### Values

In 2013 we asked our school community to develop values for our school. We asked parents and carers, the children and the staff what values they wanted us to promote with the children the values they chose are:



Each week the children get awards in our Celebration Assembly based on these values.

## **The General Duty**

St Luke's Primary School aims to identify and remove barriers to all members of the community with disabilities. We will do this by complying with The Equality Act 2010

- promote equality of opportunity between people with disabilities and other people
- eliminate discrimination that is unlawful under The Equality Act 2010
- eliminate harassment of people with regard to their disability
- eliminate harassment to those associated with people with disabilities
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs through making reasonable adjustments within our means

## **Gathering Information**

St Luke's Primary School recognises the definition of Disability as set out in the Equality Act 2010. In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities
- For the purposes of the Act, these words have the following meanings:
  - 'substantial' means more than minor or trivial
  - 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
  - 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Definition of the terms:

- 'physical impairment' includes sensory impairments
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'substantial' means 'more than minor or trivial'
- 'long-term' is defined as 12 months or more

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, attention deficit hyperactivity disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: including those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

### **School Priorities**

#### **1. Increasing the extent to which disabled pupils can participate in the school curriculum**

- We will ensure that each individual is given support and encouragement in identifying and fulfilling his or her potential; working with parents prior to the students joining our school and throughout their school life will help us develop the most appropriate programme of support.
- We ensure that all students achieve to the highest possible level in line with their potential and that they leave this school with a range of skills, knowledge and attitude appropriate to the demands of a primary special school in the twenty first century. We are constantly looking at ways to improve our curriculum. A high priority, as outlined in the School Development Plan, is ensuring the needs of all children are met in lessons, with a particular focus on the integration of those children with the most complex needs.
- Training is delivered through the expertise of our own staff, our multi-agency partners, visiting speakers or external course providers. Training is delivered to the whole staff or individual staff as appropriate. This enables us to ensure that disabled pupils can fully participate in the school curriculum.
- We use a range of approaches to deliver the curriculum. These approaches will be appropriate to the needs of the child. At St Luke's we will personalise the curriculum to meet the needs of the children.

#### **2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

- Review the physical environment before the end of the academic year to ensure it can meet the needs of the new children and that classes have the appropriate equipment to deliver the curriculum and provide a safe environment for the children.

- As part of transition the environment will be reviewed to ensure it meets the needs of the child.
- A budget will be available to purchase specialist equipment to ensure the physical environment meets the needs of the children e.g. to purchase hoists, workstations or other equipment to support the education of all children
- Purchase and provide facilities and equipment to develop independence for all pupils
- Review the outside environment meets the needs of all pupils; ensuring larger infrastructure is accessible to all and that there are resources to engage all children at playtimes. We will actively seek the views of children during playground refurbishments and we will actively seek to ensure that there is a balance between accessible equipment and equipment to meet the needs of the children who require an active curriculum
- When new infrastructure projects are planned we will ensure that they are accessible to all children (unless they are designed to meet a specific need)

### **3. Improving the delivery of information to disabled pupils**

- To support pupils with accessing written communication through a range of strategies including large print, simplified language, illustrations to include visual timetable, photographs and symbols and use of objects or references.
- To support any child with a hearing impairment to ensure that they can access the school day effectively
- To work closely with the Local Authority, NHS and other agencies to enable better access to information for children with sensory impairments
- To develop children's communication skills to ensure they can access information using one of the above strategies
- To establish ongoing communication regarding The Equality Act 2010 through parental consultation
- To support parents with accessing written communication

### **Management, coordination and implementation**

#### Awareness of the The Equality Act 2010

- All staff are aware of their disability and discrimination duties as they apply to schools through the presentation of the draft policy at the staff briefing. The school extensively draws on support from within and beyond the school eg: Physiotherapy, Occupational Therapy, Complex behaviour Team, School Nursing, Educational Psychology, Speech and Language, Integrated Service for Disabled Children and CAMHS.
- The Board of Governors have key responsibility for the school's accessibility plan and have set priorities for the plan. These include the school's vision and values for disabled pupils, strategic direction of the school accessibility plan, monitoring and evaluation of the plan, organisation of the review process, collation of evidence to support evaluation and reporting to parents on the success of the plan.

## Co-ordination

- Our accessibility is included in the school development plan in its entirety. School Governors and senior managers have full responsibility for covering all areas of the The Equality Act 2010. Priorities for the school's accessibility plan need to be coordinated with plans across the school including SEN, Curriculum review and CPD.
- Schools also have responsibility for staff and the general public under section 3 of the The Equality Act. The schools plan needs to be coordinated with its responsibilities in these areas and with its duties in such areas as race, health and safety and human rights.

## Implementation

- The school has set out the priorities for its plan. We believe that plans are more likely to be implemented where they are accompanied with: clear allocation of responsibility, clear allocation of resources, an indication of expected outcomes or performance criteria, clear timescales and a specified review process. Our action plan encompasses all of these parts.
- Schools are required to support their plans. At St Luke's funding may come from: devolved formula capital and delegated budget.
- The plan will be reviewed annually by the Governing Body in conjunction with the Headteacher. Additionally the plan and equality scheme will be reviewed in light of National and Local initiatives. The work of the school and the nature of the community in which it serves will also feed into the review process.
- The review process will directly involve all members of the school community including Governors, parents, children and the wider community.

## Reporting requirements

The Board of Governors is required to support parents on the school's accessibility plan and will do this through the school website. It will also be reported through the annual SEN report. It will include arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than others. It will also include the facilities to assist access to the school and the requirement to report on the school's SEN policy.

## Getting hold of the school's plan

The accessibility plan and guide to implementation is freely available on request. Single copies of the plan are readily available free of charge. A copy can also be found on the school's website

This policy was written: 15<sup>th</sup> May 2022.

This policy will be reviewed: June 2024.

This policy was agreed by the governing body on 19/5/2022

## St Luke's Primary School Accessibility Action Plan (May 2022 –May 2025)



*Champions for every child*

### Aims

- a) Increasing the extent to which disabled pupils can participate in the curriculum
- b) Improving the physical environment of schools
- c) Improving the availability of accessible information

Target	Strategy	Outcome	Achievement
Ensure any planned curriculum activity is available to all children within the class, key stage or school – dependent on activity	Share Accessibility Plan with staff and ensure anyone planning a curriculum activity (unless a specific therapy) plans it to be inclusive	All teachers will be delivering activities that will meet the academic, physical and communicative needs of all children	All children will have access to all planned curriculum activities
Ensure that a physical or sensory impairment is not a barrier to a child attend school or taking part in an activity	Continue to ensure all staff are Moving and Handling trained and able meet the needs of children with physical difficulties	All staff will be able to support the moving and handling needs of the children	Children will have their physical needs met throughout the day
Ensure that medical needs is not a barrier to a child attend school or taking part in an activity	Ensure all Level 3 Teaching Assistants and Teaching and Health Assistants have appropriate training to deliver medical interventions	Children will have medical interventions delivered by trained and competent staff	Children's medical needs will be delivered safely
All school visits are planned to ensure the participation of all children within the class, key stage or school – dependent on activity	Review each school visit at the planning stage to ensure compliance with legislation and to ensure every child's need is considered	All school visits will be accessible to each child within the group and planned to ensure that it is appropriate for their needs	1000% access for all children on school visits

Classrooms and other areas of the school will have appropriate facilities to support the Moving and Handling needs of all pupils	Increase the number of mechanical, fixed hoists in all areas of the school (with a focus on the new EYFS building)	All areas of the school will be accessible to all children	Children will be able to be included throughout the school day
The outdoor environment will be accessible to all children	The playground development plan will ensure children can access and participate in all areas	Any new playground area will be accessible to all children	Children will be included at break times and during outdoor learning activities
Children will be able to access the visual environment when in school	Displays and other elements of the visual environment will include objects of reference, symbols, photographs and written words.	All children will be able to access visual displays	Children will further develop their communication skills by being able to access their communication environment
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information will be available to everyone	Delivery of school information to parents and the local community improved
Review documentation and environments to ensure accessibility for pupils with visual and hearing impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information will be available to everyone	Delivery of school information to pupils & parents with visual difficulties improved.