

St. Luke's Primary School
Accessibility Plan [Equality Act 2010]

Reviewed: October 2021

Review Date: October 2022

At St. Luke's Primary School, we are committed to working together to provide an inspirational and exciting learning environment for all. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 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.

Objectives

St. Luke's 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 educational, 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.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality. The child also has a central voice in their own educational provision.

The St. Luke's Primary School 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 and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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.

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

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.

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

- Positive Behaviour Policy
- Curriculum Policies
- Critical Incident Plan
- Equalities and Diversity Policy
- Health & Safety Policy
- School Improvement Plan
- Inclusion Policy
- Teaching and Learning Policy

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.

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. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Premises, Staffing and Finance Committee.

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

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 priorities for the Accessibility Plan for our school were identified by:

- ☐ **Children's Neurodiversity Group**
- ☐ **The Governing Body**
- ☐ **Head Teacher**
- ☐ **Inclusion Leader**
- ☐ **School Business Manager**
- ☐ **Site Manager**

Action Plan A: Improving Physical Access

An Access Audit was carried out by the HT/Premises Team/Inclusion Leader and SBM. We have also sought advice from a range of disabled adults/children. A number of recommendations were made as follows:

Access Report Ref.	Issue	Response	Timescale	Cost
1.	Stripes on stairs to make the steps very visible have faded over time and we found one area that hadn't been painted	Re-paint yellow edges to stairs throughout school and the step into the infant garden	Autumn 2	£30 paint
2.	We found low branches which would be a danger to visually impaired children or children who have poor spatial awareness	Pruning in infant playground and removal of one tree	Autumn 2	Free
3.	Steps in the small junior playground global garden become very slippery and again are a hazard to children who lack stability or are visually impaired	Ensure chicken wire is added to steps and flattened to create safe traction	Autumn 2	In stock
4.	There is a large part of the infant playground where the rubber is becoming unstuck and is creating trip hazards for vulnerable children	Fund raising by PCTA to re-create this area (including levelling it)	TBC – dependent on funds raised	@ £13k

Action Plan B: Improving Curriculum Access

Access Report Ref.	Issue	Response	Timescale	Cost
1.	Pupil voice and agency key to our vision	Establishment of a Neurodiversity Group so that we hear the views and voices of this group and it can influence learning practices. This group was involved in this audit.	Begun Summer 21 On-going through year	None
2.	Individual children historically had JR plans but the voice of the ND group told us that they felt everyone should have an understanding of this programme and it should be used by whole school to make sure whole class is 'Just Right'	Whole school Just Right programme New JR plans to replace all pastoral plans	Introduced Sep 21	None
3.	We recognise that many children have underlying sensory needs and that these can hugely impact upon capacity to attend and learn	Sensory Auditing for children Adaptations accordingly – recorded in IEP Reviews in IEP	Termly	None
4.	Dyslexia – older children need to overcome barriers with technology in	Chrome books and other technology		Within computing budget

	preparation for independence at secondary			
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Action Plan C- Improving Access To Written Information and general access for parent/carers

Access Report Ref.	Issue	Response	Timescale	Cost
1.	Review documentation on website to check accessibility for parents with English as an Additional Language EAL parents' translation support for meetings	Google Translate on website Microsoft translator app on tablets for parents' meetings trial	From Sep 21	
2.	To better know the parents/carers who cannot access our communication or have other access needs	Reception teachers gather information on parent/carer access needs at home visits (new questions) Similar action taken with new parents/carers arriving during school year	On-going	