



St Luke's School Accessibility plan

Statutory Policy 3 years review

Approved by: Stephen Hoult-Allen

Last reviewed on: 20 Sep 2023

Next review due by: 20 Sep 2026

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Changes Made

Objectives and timescales amended in the action plan.

1. Aims

The general equality duty (2010) says that schools must consciously consider (have due regard for) their need to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Schools must do the following:

1. publish equality information by each year
2. prepare and publish one or specific and measurable equality objective at least every four years.

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.

Our school's principles and values which relate to equality and inclusion are to reduce and eliminate physical and metaphorical barriers that hinder pupils' full access and participation in our school curriculum and facilities.

In compliance with the Equality Act 2010 and actions that actively advance equality, our school strives to support our pupils transitioning childhood into adulthood with increasing independence and confidence, skills and knowledge to make themselves understood and to understand the many different contexts they will experience.

The school recognises and values parents' and carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils endorsing the key principles of the National Curriculum in a relevant and meaningful programme of learning through our wide curriculum opportunities.

- We set ambitious learning challenges based on a secure knowledge of the child's abilities
- We respond to each pupils' diverse learning needs
- We seek to support each child to overcome potential barriers to learning
- We assess individuals and groups of pupils to plan effectively for further progress.

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, the complaints procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSONS RESPONSIBLE	DATE ACTIONS	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes children and adults with mobility issues, wheelchair users, children and adults with hearing and visual impairments:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor Widths • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Progress has been made in the environment through fundraising.</p> <p>Need to ensure all areas of the school are accessible including more disabled access showers and toilets</p>	<p>Development of any and all toilets, to ensure greater wheelchair access is available – particularly in the Lower School area.</p> <ul style="list-style-type: none"> • Ramps: create accessible exits/entrance to classrooms from external doors. • Elevators: Hall elevator has been replaced. Improvements/replacement required for the Double Block lift • Corridor widths are good, though doors to some classrooms are not wide enough and require replacement. • Playground surfaces require renewal in Middle and Upper Schools • Disabled toilets are satisfactory • Library and shelving is accessible for necessary, independent access. • Improvements to furniture including rise and fall desks for wheelchair users and those with mobility difficulties. Tried and successful for pupil with back mobility issues in 	<p>SHA, MS</p>	<p>Summer 2023-2028</p>	<p>Completed work – accessible for all.</p>

			<p>2023.</p> <ul style="list-style-type: none">• Minibus replacements scheme to ensure new minibuses have wheelchair accessibility.			
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE ACTIONS	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Communication including communicate in print • The use of IT for words to speech • Makaton signing • Understanding of speech disorders including processing speeds 	<p>Expand the use of IT to ensure all can access this way of communicating.</p> <p>Ensuring more parents can access information regarding their child through APPs on mobile devices.</p> <p>Trialled website app and unsuccessful.</p> <p>Arbor app is used well and has improved over past two years.</p>	<p>Trial commenced Jan 2022. Roll out 2023-2028.</p> <p>Induction loops installed at St Luke’s school halls.</p> <p>Communicate in print access widened to all staff.</p> <p>IT word to speech used for children with AAC devices.</p> <p>Training continues 2023/2024 to all staff.</p>	<p>MS, SHA, JC</p>	<p>July 2024</p>	<p>Accessed better by children and, where relevant, by more parents.</p>

4. 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 Executive Headteacher

5. 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

Federation Improvement and Development Plan

Asset Management plan