



# St Luke's C.E. Primary School

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## Accessibility Plan 2018-21

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Langport Avenue

Longsight

Manchester

M12 4NG

# **ST LUKE'S C.E. PRIMARY SCHOOL**

## **Background**

St. Luke's is a voluntary controlled, Church of England primary school. It is a purpose built school with an integral nursery. Our buildings are set in extensive grounds and we cater for children from the age of three to eleven. St Luke's is a 2 form entry school of up to 30 children per class, with 2 forms per year group. Nursery has increased capacity to a 65 place intake – all places are full time once your child has settled in. We aim to provide for the children a secure and caring environment in which they may achieve their full potential, equipping them for a rapidly changing world. We believe in close co-operation between home and school, to achieve an effective partnership for your child's education.

St Luke's is a popular school with many children attending from outside the catchment area. The school is well resourced with a high level of staff per pupil ratio. There are high expectations of children in all areas of school life. Parents are fully involved in the life of the school. The school has strong community links.

## **Moving Forward**

This Accessibility Plan is written in response to the recent changes in legislation with respect to the updating of the SEND Policy:

“The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.”

## **Aims of the Plan**

Therefore, the St Luke's Accessibility Plan intends to show how, over a period of time, how the school will ensure increased accessibility of our school to disabled pupils, staff, parents/carers and visitors.

## **Definition of disability taken from the Equality Act 2010:**

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The following plan should be used in conjunction with the associated School Policies:

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

## **Contextual Information**

St Luke's C.E Primary School is a single-storey building operating at ground level throughout. There are no stairs or steps required to access or traverse through the building. Access into the main reception lobby is via automated sensor-operated doors. Thereafter, having passed through the electronically fob-operated main doors into school there is free access across hard floor areas around the school. There exist a number of entry/exit doors all accessible by wheelchair.

All carpeted areas in classrooms are of short-pile industrial carpet. Door-entry mats are recessed into the floor.

There are three purpose built disabled WC facilities with grab rails. Included in school there is also a separate shower room for washing children.

Within the school grounds there is a separate building known as the Learning Zone where specific children have special needs interventions for Numeracy and Literacy. The building is accessible for wheelchair users and also has a purpose built disabled WC with washing facilities.

## **Continuous improvement and increasing access to the curriculum for disabled children**

At St Luke's C.E Primary School we are continuously exploring ways in which to improve teaching and learning to the benefit of all our children. With critical self-review and assessment of practice and through targeted approach to continuous professional development (CPD), we aim to enhance the skills, knowledge and understanding to consistently drive up standards of teaching and learning for all children as well as a focus on ensuring all our curriculum is accessible to disabled children. Currently the school offers a broad curriculum which is open to all children set in mixed ability classes.

Children are encouraged to engage in extra-curricular activities both during school via enrichment and by attending after-school clubs and groups. All these activities are available to the whole school community irrespective of ability or capability within the mainstream system.

| <b>Aim</b>   | <b>Strategy</b>   | <b>Timescale</b>               | <b>Lead Person</b>              | <b>Success Criteria</b>  |
|--|---|--------------------------------|---------------------------------|--|
| Develop teaching staff confidence in differentiating the curriculum                          | Increase confidence of staff in differentiating the curriculum  | Ongoing                        | SLT                             | Well differentiated curriculum to meet the needs of all children   |
| Develop Teaching Assistants confidence & training to support teaching plan                   | Regular training by TA manager to increase confidence to effectively deliver the curriculum   | Ongoing                        | TA Manager                      | Support staff confident in understanding and delivering teaching plan. Improved understanding of strategies to overcome barriers experienced by children |
| Effective communication of strategies for disabled children                                  | The use of visual timetables<br><br>The use of visuals to support ongoing learning<br><br>Social and Communication groups running weekly for EYFS, Key Stage 1 and Key Stage 2 children delivered by speech therapist in conjunction with SEN TA. | February 2015 to February 2017 | Deputy Head                     | All staff confident in communicating with all children   |
| Provide ICT equipment (hardware & software) to support curriculum needs of disabled children | As required we are currently using iPads with specialist apps<br><br>For children with visual difficulties there is software installed on the PC's to enlarge desktop icons, font etc.  | As required                    | Network Manager                 | Appropriate ICT equipment to meet needs of all children  |
| Ensure all PE & sports provision is accessible to all  | Review children's current access to PE, sports  | As required                    | PE coordinator<br>Class teacher | All children accessing appropriate sports and PE   |

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|  | and enrichment provision – made any necessary adaptations                             |             |                                | provision                                |
| Include suitability cross-check & adaptation requirements into educational visit planner | Review appropriateness and suitability of each educational visit for current children | As required | Educational Visits coordinator | Educational visits are accessible to all |

### Continuous improvement and increasing access to the school buildings and grounds for all children and visitors

St Luke's C.E Primary School has expanded in recent years to accommodate its present population. Unless there is any further need to increase the size of the school due to outside factors e.g. Local Authority or Government requirements, the physical scale of the school will remain unchanged for the duration of this plan. However, the school will continually look to make improvements and minor alterations e.g. further development of the outdoor area – a world map to be painted in the outdoor area.

The school maintains a high level of resource and equipment to support the curriculum which is regularly reviewed to ensure validity to the curriculum. This plan will assist in informing the school Development Plan ensuring compliance with Accessibility requirements.

| Aim  | Strategy   | Timescale                                | Lead Person  | Success criteria   |
|--|--|--|--|--|
| Maintain full access to whole site & all buildings for all children, staff, governors and visitors | Regular site management checks<br><br>Routine site management & safety checks by Governors<br><br>Consider access needs during any recruitment process as required | Daily<br><br>Annually<br><br>As required | Site supervisor/staff<br><br>Nominated Governor/subgroup<br><br>Head teacher | Children, staff, governors and visitors' access needs are met<br><br>Checks are completed and records kept<br><br>Access requirements do not influence recruitment & retention |
| Be responsive to specific needs of disabled children commencing on school role                     | Create specific access plan as required to meet needs of child   | As required                              | SENCO  | IEP's in place and all staff aware of child's needs  |

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| Provide & maintain for full access for all stakeholders during any refurbishment work and as a result of any building alterations | Consider needs or all likely present and future stakeholders and users when preparing designs   | As/if required                          | Head teacher/Site supervisor               | Welcoming and accessible environment  |
| Safe evacuation of all staff & children   | Complete specific Personal Emergency Evacuation Plan for any new disabled staff and/or child  | As required by the nominated person     | Head teacher & nominated Governor          | Completed Safety Plan of all disabled children and staff is maintained                    |
| Ensure free access to all ICT facilities in school  | Provide necessary equipment to meet child's needs Ensure visually impaired and hearing impaired children are able to fully engage – in class/in media suite/in hall/outside | Review on termly/annual basis - Ongoing | Individual class teacher & Network Manager | Appropriate software and hardware is provided and functional and all children have access |
| All emergency exit routes are appropriately marked and maintained   | Site supervisors weekly checks  | Weekly - Ongoing                        | Site Supervisor/ Headteacher               | All children, staff, governors and visitors have viable means of unobstructed egress      |

### **Continuous improvement of written communication and information for all disabled children, parents, carers and visitors**

All public information relating to the operation and function of the school will be made available to all disabled children and other stakeholders in an adapted format to meet their specific needs when requested.

- It is the responsibility of any parent or carer to inform the school should they need information either verbal or written in an adapted format.

- It is the responsibility of the school to inform parents and carers that the school will provide any relevant information about the school or their child in an adapted format should they require it.

The school will provide adapted resources for any child requiring them. These might include hand-outs, textbooks and letters to home or other general information about the school. The school will regularly review the need to provide adapted versions of information according to known needs.

| <b>Aim</b>  | <b>Strategy</b>   | <b>Timescale</b>         | <b>Lead person</b>   | <b>Success criteria</b>  |
|---|---|--------------------------|----------------------|--|
| Undertake a review of current documentation to ensure its accessibility | Provide information in clear unambiguous language   | Beginning of school year | School Administrator |  |
|   | School to offer assistance for parents & carers with completion of forms etc. when requested  | Ongoing                  | Deputy Head          |  |
|   | Ensure all information contained on the school's website is accessible with clear instructions provided   | Ongoing                  | Network Manager      |  |
| Ensure all staff are aware of SEND requirements                         | Provide guidance that Teachers are responsible and accountable for the progress and development of the pupils in their Summer term<br>SENCO Staff have increased awareness and guidance to refer to SEND code of practice.<br>9 class, even where pupils access support from teaching | Ongoing                  | SENCO                | Staff have increased awareness and guidance to refer to SEND code of practice. |

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|  | assistants or specialist staff. They must provide high quality, appropriately differentiated teaching and demonstrate high expectation and improved outcomes |             |  |  |
| Annually review all information to ensure as accessible as possible                        | Information to be reviewed as part of policy reviews during the year   |             | Nominated staff & Governors  | All information is accessible to disabled pupils, parents and carers |
| Improve the delivery of all written information to disabled pupils                         | Raise staff awareness regarding providing information to pupils, parents and carers in their preferred format within a reasonable period of time             | Ongoing     | Head teacher/ SENCO  | No parent or carer disadvantaged                                     |
| Maintain current levels of staff availability arrangements                                 | Maintain current levels of access & arrange by negotiation to meet the needs of any parent or carer  | Ongoing     | Head teacher/Deputy Head   | No parent or carer disadvantaged                                     |
| To provide support for pupils, parents and carers when making a complaint about the school | School will follow the procedures laid down in the Complaints Policy available to all interested parties   | As required | Head teacher will nominate a senior member of staff not connected with the complaint | No disabled complainant will be disadvantaged in the process         |

The senior leadership team in consultation with the Governing Board will review this policy in-line with changes in legislation and to meet the needs of all users of the school as far as is reasonable practicable.



| <b>Document Control</b> |                    |
|-------------------------|--------------------|
| Title                   | Accessibility Plan |
| Date                    | September 2015     |
| Review                  | 3 years            |