



# St Luke's C.E. Primary School

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## Accessibility Plan Nov 2022-25

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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.

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 and social needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

## **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

## **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. Include 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.

The action plan for physical accessibility relates to the school's access audit which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this accessibility plan therefore some items will roll forward into subsequent plans.

<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  The use of visuals to support ongoing learning	Ongoing	Deputy Head with S&L therapist	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  For children with visual difficulties there is software installed on the PC's to enlarge desktop icons, font etc.	As required	ICT 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 and enrichment provision – made any necessary adaptations	As required	PE coordinator Class teacher	All children accessing appropriate sports and PE 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

Teaching & learning – quality 1 wave provision	Adaptive teaching to be in place for SEND children	Ongoing	Subject leaders and class teachers	A curriculum where all pupils can successfully attain in terms of learning objectives
To ensure that disabled pupils have 'a voice'	Include disability issues in the school council	Termly	School council lead	A school council where disability rights and access are fully discussed

### **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.

<b>Aim</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Lead Person</b>	<b>Success criteria</b>
Maintain full access to whole site & all buildings for all children, staff, governors and visitors	Regular site management checks  Routine site management & safety checks by Governors  Consider access needs during any recruitment process as required	Daily  Annually  As required	Site supervisor/staff  Nominated Governor/subgroup  Head teacher	Children, staff, governors and visitors' access needs are met  Checks are completed and records kept  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
Provide &	Consider needs	As/if required	Head teacher/Site	Welcoming and

maintain for full access for all stakeholders during any refurbishment work and as a result of any building alterations	or all likely present and future stakeholders and users when preparing designs		supervisor	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 SENCO Staff have increased awareness and guidance to refer to SEND code of practice. 9 class, even where pupils access support from teaching	Ongoing	SENCO	Staff have increased awareness and guidance to refer to SEND code of practice.

	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	November 2022
Review	3 years