

# Accessibility Plan Policy version Control

| <b>Version no</b> | <b>Amendments</b>  | <b>Approval date</b> |
|-------------------|--|----------------------|
| 1                 | First Policy   | March 2017           |
| 2                 | New parts of plan added including how to improve access to physical site, written access and also curriculum access. | Feb 2025             |

# Accessibility Plan

Jesus said: 'Love one another as I have loved you'. John 15:12

As we are loved, so we shall love.

We nurture all in our welcoming community.

We help each other to flourish.

1. 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, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. St Paul with St Luke Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

- Improve 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.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
3. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and

the need to inform attitudes on this matter.

4. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning File

5. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

6. The School Brochure will make reference to this Accessibility Plan.

7. The School's complaints procedure covers the Accessibility Plan.

8. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

9. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

10. The school will work in partnership with the local education authority (and London Diocesan Board Authority, where appropriate) in developing and implementing this plan.

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

This plan is drawn up in accordance with the planning duty in the Equalities Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

### **Definition of Disability**

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

### **Key Objective**

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in, St Paul with St Luke.

### **Principles**

Compliance with the Equalities Act is consistent with St Paul with St Luke School's aims and equal opportunities policy, and the operation of St Paul with St Luke School's SEN and disability policies. St Paul with St Luke School recognises its duty under this act:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Equalities Act.

St Paul with St Luke Primary School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

### **Areas of planning responsibilities**

- Increasing access for disabled pupils to the curriculum (this includes teaching and learning and the wider curriculum of the school such as school visits)
- Improving access to the physical environment of schools
- Improving the delivery of written information to disabled pupils

### **Contextual information**

St Paul with St Luke Primary School has been at its present location since 1970. The two storey building as classrooms on the ground floor. There is one classroom, intervention group rooms including the Learning mentor, counselling room and the school library on the second storey. These rooms can be

accessed by a flight of stairs. The Year 6 classroom is located in a porter cabin with an adult accessibility toilet. Two adult accessibility toilets are on the ground floor. One of these is an accessible toilet with a changing table. Two adult accessibility toilets can be found on the second floor. One of which has a shower. All children toilet blocks are situated on the ground floor in the building. The main entrances to the school have level access.

Nursery to Year 6 , there are 35% of pupils with SEND, 6% of pupils with an Education Health Care Plan and 29% with SEND support needs.

### **Activity**

#### **a) Education & related activities**

St Paul with St Luke will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

#### **b) Physical environment**

St Paul with St Luke School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

#### **c) Provision of information**

St Paul with St Luke School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

DATE: March 2025

Physical Access

|  | <b>Item</b> | <b>Activity</b> | <b>Timescale</b> | <b>Outcomes</b> |
|--|-------------|-----------------|------------------|-----------------|
|--|-------------|-----------------|------------------|-----------------|

|    |  |   |         |   |
|----|--|---|---------|---|
| 1. | School site is easily accessible in a way that it is safe, secure and safely evacuated by all.   | To review with and liaise with Fire Safety Officer regularly.   | Ongoing | The site will be accessible by all stakeholders and safely evacuated by all in fire drills or emergencies with reasonable adjustments made for all disabilities. PEEPs completed. |
| 2. | The building is accessible for all pupils/parents/staff within the school including those who may have physical disabilities or visual impairments, ASD etc. | Audit the physical building and accessibility to ensure all reasonable adjustments are made. External steps and ramps painted in yellow to highlight hazards for VI pupils. | Ongoing | The building will have fixtures/changes/repairs made where necessary to improve the existing accessibility.   |
| 3. | Build in a sensory space for increasing number of pupils with ASD/ and or sensory needs.   | The sensory space needs to be risk assessed and updated with fresh equipment. It also needs to be timetabled due to increasing number of pupils using it.                   | Ongoing |   |
| 4. | Access to library  | The library is going to be moved to the ground floor so it is accessible to all.  | Ongoing | The library will be accessible to wheelchair users.   |

Curriculum Access

|  | Item | Activity | Timescale | Outcomes |
|--|------|----------|-----------|----------|
|--|------|----------|-----------|----------|

|    |   |  |         |   |
|----|---|--|---------|---|
| 1. | Diminish differences, enabling social justice, taking into account the impact of the pandemic on our double disadvantaged children. | Pupils identified including double disadvantaged, tuition is planned and delivered for Maths- coaching after school for reading and writing. Class context sheets and provision mapping to support children, investigate IQM Daily reader to support catch up. Lowest 20% read with most specialised to support learning. Formative assessment to empower children not only to progress but also to become owners on their learning. Summative assessments and STAR Reader and STAR Maths to narrow the gaps and support planning. | Ongoing | Children with complex needs are able to access the curriculum   |
| 2. | All children can access IT in a way that will enhance them to access the curriculum appropriately to be successful.                 | Children who may have additional needs have access to chrome books as a way to record their learning or increase their engagement in a lesson.   | Ongoing | Children with additional needs will have a range of outcomes to show and barriers to learning are reduced.  |
| 3. | Ensure every trip planned is accessible for all pupils and reasonable adjustments are made.   | Teachers to research organisations beforehand in terms of how they cater for their particular needs. Planning and thinking beforehand is needed for larger trips including residential. Taxis /transport needs to be booked also if that helps accessibility. A separate accessibility budget maybe needed to the send budget?   | Ongoing | Residential and trips are accessible for all pupils. Adjustments and early planning ensures thought has gone to make it possible for all pupils to go and enjoy the experience. |

|    |  |  |         |   |
|----|--|--|---------|---|
| 4. | Children who have complex needs have access to a broad and balanced curriculum and are assessed appropriately. | The curriculum lead and Senco work collaboratively with specialists and teachers to engage and plan in line with the engagement model. | Ongoing | Children with complex needs who are awaiting for a specialist provision, as able to access a personalized curriculum. |
|----|--|--|---------|---|

Written Information Access

|    | Item  | Activity   | Timescale | Outcome  |
|----|---|--|-----------|--|
| 1. | Review information to parents/carers to ensure it is accessible.    | School office will support and helps parents access information and complete school forms. Ensure website and all documents accessible via the website can be accessed by the visually impaired and by carers who have English as an additional language. ( website translator?). Provide translated documents where required. This is including during Year 6 application time, admissions etc. | Ongoing   | Information is more accessible to pupils and parents with any particular barriers.   |
| 2. | Ensure documents are accessible for pupils with visual impairments. | Use of magnifier where appropriate/ enlarge texts. Specialist services e.g. VI team for individual pupils. Ensure large, clear font used in documentations/ papers etc.  | Ongoing   | Information if fully accessible to pupils with visual impairments.   |
| 3. | More flexible / easier communication between home and school.       | School office sends text messages/ emails/ phone calls, newsletters etc. to ensure communication is swift.   | Ongoing   | Parents/carers are well informed and communication channels from school is accessible and varied in order to access hard to reach parents. |

