



## St. Luke's CEVA Primary School



*We are a Christian school that serves a diverse community and works in partnership with parents to develop the whole child.*

### Accessibility Plan 2020 – 2023

#### Section 1: Vision statement

##### Purpose of the Plan

The purpose of this plan is to show how St. Luke's CEVA Primary School intends, over time, to increase the accessibility of our school for disabled pupils. St. Luke's CEVA 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 education, physical, sensory, social, spiritual, emotional and cultural needs.

##### Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

##### Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, this is provided in writing, for pupils who are not disabled.

### **Documents and policies**

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

- Curriculum policy
- Single Equality Policy
- Staff Handbook
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Self Evaluation/ School Improvement Plan
- Asset Management Plan
- School Prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

### **Training**

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.

### **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

### **Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how St. Luke's CEVA Primary School will address the priorities identified in the plan. The plan is valid for three years 2017-2020. It is reviewed annually.

## St. Luke's CEVA Accessibility Plan 2020-23 Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the access of information to all pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	1. Interventions which facilitate progress are in place, and are bench marked, so evidence is now becoming quantitative.	1.Post Co-vid 19 Identify key learning needs in KS1 & KS2 pupils	Identify key learning needs through progress meetings drilling down on Teacher Assessments (TA), consultation with pupils, parents, teachers, through regular meetings (ASP currently less useful as last externally verified tests were in 2019).	SLT	Every term	Key learning needs identified leading to accelerated progress
		2.Determine and systematically re-evaluate the best interventions to meet identified learning needs	Agree interventions with class teachers and phaseSEND TA, Reading Support Teacher, Numeracy	FN	Termly	Nature of interventions agreed

	2. Concrete resources are available to facilitate teaching and learning and have been systematically updated to allow transference of skills from interventions to classroom work	3. Assess impact of interventions in terms of classroom practice by evaluating the independent application of taught skills & adjust as required	and Literacy Leads and Head Teacher			
			Determine individual entry levels for interventions	FN	Sept 21	Entry levels established
			Monitor intervention progress on monthly or ½ termly basis	FN		Progress identified
			Half-termly SEND Learning Walks to observe impact of inclusive classroom and twice monthly learning walks to observe intervention practice	FN & MH with class teachers	Ongoing	Transference of skills from intervention to classroom evidenced
		Update the Maths No Problem MNP resource trolleys	Audit and update MNP resources annually	CK	Ongoing	Concrete resources available and used in classroom
		Investigate and secure concrete resources from DFE linked to Mastering Number and NELI interventions	Purchase concrete resources for Mastering Number and NELI	CK & HT	Autumn Term - ongoing	Concrete resources available and used in classroom
		Train intervention leads on these new interventions starting Autumn 2021	Order relevant resources for interventions/training	FN & MH	Autumn 21	Intervention staff trained
		Purchase additional concrete resources for classrooms and new SEND Cabin to facilitate transference of skills from	Meet with reps from Rhino Sensory to negotiate & purchase	FN & MH	Autumn 21	Resources for classrooms purchased

		interventions to classrooms, train teachers				Classroom teachers trained
<b>To set up our own Sensory room to stop vulnerable children having to attend other schools to access</b>	1. To set up a SEND sensory cabin to help vulnerable children keep themselves self-regulated	1 Source portable room solution  2 Agree appropriate portable 'room'  3 Purchase portable room	Follow procurement procedures  Commit to purchase  Delivery of portable 'room' (SEND cabin)  Preparatory works – electrical and access work  Final fit out of sensory equipment	MH & FGB  MH & FGB  MH MH MH	Jan. 21  March 21  July 21 Aug/Sept 21 Oct 21	Effective purchase achieved  Rota of use established and staff trained  SEND children more able to stay self-regulated
<b>Improve and maintain access to the physical environment</b>	1. EY area - Sandhouses have had accessible stairs fitted to the entrance for equality of access	1 Health and Safety Audit of EY outside area completed after accident in 1 of sandhouses  2 Building works completed	H and S investigation competed  Governors agree to work in principle  Value for money bids sought  Building work completed	MH/CB  MH/MW  MH MH	Nov 19  Dec 19  Dec 19 March 20	Best value for money bid chosen  Building work completed  Access improved to place for all children  Equipment that gross/fine motor skill correspondence

	<p>2. <i>Improved</i> access to the site for wheelchair users via 3 new ramps to allow wheelchair access to rear of school through 2 main entrances and also to the new SEND cabin</p>	<p>1 external survey to consider ease of ingress for wheelchair users</p> <p>2 Consider recommendations with governing body and cost work (value for money bids)</p> <p>3 Complete relevant works to improve ingress for wheelchair users</p>	<p>Research company to complete external survey</p> <p>Share findings with governing body</p> <p>Agree action plan</p> <p>Complete value for money bids/or best value ramps</p> <p>Complete building work, or purchase mobile ramps</p>	<p>MH</p> <p>MH/FN</p> <p>MH/FN/MW</p> <p>MH/FN</p>	<p>Summer 20</p> <p>July 20</p> <p>Summer 20</p> <p>First 2ramps Sept 20 &amp; SEND Cabin Sept 21</p>	<p>External Survey completed</p> <p>Recommendations made and action plan agreed with governors</p> <p>Best value for money bids received</p> <p>Work completed ingress for wheelchair users improved</p>
<p><b>Improve the delivery of written information to pupils</b></p>	<p>1. Update the range of ICT software available for use by SEND pupils</p>	<p>1 Research software available for use by SEND pupils to improve literacy skills</p> <p>2 Purchase software licenses and train staff in use</p> <p>3 Facilitate use of software in interventions and classrooms by SEND pupils</p> <p>4 Ensure all Google lesson presentations are on non-</p>	<p>Attend LBN SENCo meetings to establish best software and updates</p> <p>Agree budget and timeframe for purchasing software</p> <p>facilitate appropriate training for staff and pupils</p> <p>Monitor progress of pupils using software</p>	<p>FN</p> <p>FN</p> <p>FN</p>	<p>Termly</p> <p>Beginning of each academic year</p> <p>Ongoing – identified through Inclusion Team meetings</p>	<p>Best software packages identified &amp; advice from other SENCOs sought</p> <p>Software packages purchased and installed</p> <p>Staff and pupils trained in use of packages</p> <p>Pupils working more independently</p>

		white backgrounds – use pastel shades to aid children with visual distress	<p>Determine whether software enhances independence and whether skills are transferrable to the classroom</p> <p>Monitor lessons to ensure visual material is presented to be accessible</p>	<p>FN</p> <p>FN</p> <p>FN &amp; MH</p>	<p>Termly progress meetings/SEND reviews</p> <p>SEND learning walks every half-term</p>	<p>Progress identified in key areas</p> <p>Skills transferrable to the classroom</p>
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Approved by Governing Body: .....

Approved by School: .....

Date: .....

Next review date: Oct 2023