



# St. Luke's CEVA Primary School

## Accessibility Plan 2017-2020

### 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:

1. 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;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. 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.

Approved by: Matt Hipperson (Head Teacher) Date: ...5<sup>th</sup> January 2019.....

Next review date: .....January 2020.....

## 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 delivery of written information to pupils
- The table below sets out how the school will achieve these aims.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	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, but they are not bench marked, so evidence is qualitative rather than quantitative.	1S – Identify key learning needs in KS1 & KS2 pupils  1M – Determine the best interventions to meet identified learning needs, establish  1L – Assess impact of interventions in terms of classroom practice, adjust as required	1a - Identify key learning needs, consultation pupils, parents, teachers, plus RAISE-online etc.  1b – Agree interventions with SEND TA, Reading Support Teacher, Numeracy and Literacy Leads and Head Teacher  1c – Determine individual entry levels for	FN  FN/NM/DS/MH  FN	Jan 17  Feb 17  Feb 17	Key learning needs identified  Nature of interventions agreed  Entry levels established Progress identified  Transference of skills from intervention to

			interventions			
			1d – Monitor intervention progress on monthly or 1/2 termly basis			classroom evidenced
		2S – Investigate concrete resources linked to identified learning needs and interventions	1e – Learning Walk to observe impact of interventions in classroom	FN	May 17	EIGF bid submitted EIGF bid accepted
	2. Concrete resources are available to facilitate teaching and learning, but they need updating, to allow transference of skills from interventions to classroom work	2M – Purchase concrete resources to facilitate learning in interventions, train intervention leads	2a – investigate and cost concrete resources, EIGF bid submitted	FN	June 17	Resources to support interventions purchased
		2L – Purchase concrete resources for classrooms to facilitate transference of skills from interventions to classrooms, train teachers	2b – Meet with reps, negotiate cost	FN	Sept 16 Oct 16 Jan 17	Intervention staff trained
			2c - Order relevant resources for interventions/ training	FN/DH/HT FN	Jan 17	Resources for classrooms purchased
			2d – Order relevant resources for classrooms/ training	FN	Oct 17	Classroom teachers trained
Improve and maintain access to the physical environment	1. EY area awnings in place, but do not afford sufficient cover for outside learning. Particularly important to more vulnerable children	1S – Health and Safety Audit of EY outside area completed	1a – H and S audit competed 1b – Governors agree to	MH/DH MH/MW	Nov 16 Nov 16	Bid Submitted Grant made

			work in principle			
			1c – Bid Submitted			Best value for money bid chosen
		1M - LCVAP Grant applied for	1d - Grant made			Building work completed
	2. Improve ingress to the site for wheelchair users	1L – Building works completed	1e – Value for money bids sought	MH MH	Nov 16 April 17	Sufficient cover in place to facilitate outside play
		2S – external survey to consider ease of ingress for wheelchair users	1f – Building work completed	MH	May 17 Sep 17	Equipment that gross/fine motor skill correspondence
		2M – Consider recommendations with governing body and cost work (value for money bids)	2a – Research company to complete external survey	MH MH/FN	Oct 17	External Survey completed
		2L – Complete relevant works to improve ingress for wheelchair users	2b – Share findings with governing body	MH/FN	Dec 17	Recommendations made and action plan agreed with governors
			2c – Agree action plan	MH/FN	Jan 18 April 18	Best value for money bids received
			2d – Complete value for money bids/or best value ramps	MH/FN	Sept 18	Work completed ingress for wheelchair users improved
			2e - Complete building work, or purchase mobile ramps			

Improve the delivery of written information to pupils	<p>1. Update the range of ICT software available for use by SEND pupils</p> <p>2. Specialised keyboards available for pupils with SEND</p>	1S – Research software available for use by SEND pupils to improve literacy skills	1a – Speak to other SENCOs and SEND Advisory Teacher re best software			Best software packages identified
		1M – Purchase software licenses and train staff in use	1b – Agree budget and timeframe for purchasing software	FN/DH/HT	Sept 17	Software packages purchased and installed
		1L – Facilitate use of software in interventions and classrooms by SEND pupils	1c – facilitate appropriate training for staff and pupils	FN	Nov 17	Staff and pupils trained in use of packages
		2S – Research most appropriate keyboards available for SEND pupils KS1/2	1d – Monitor progress of pupils using software	FN	Jan 18	Pupils working more independently
		2M – Purchase keyboards for class based computers	1e – Determine whether software enhances independence and whether skills are transferrable to the classroom	FN	April 18	Progress identified in key areas
		2L – SEND pupils more confident with keyboard	2a – Check most appropriate keyboards for each key stage	FN	June 18	Skills transferrable to the classroom
			2b – Agree purchasing budget	FN FN	Sept 17	Appropriate keyboards identified
			2c – Purchase		Oct 17	Budget agreed
					Oct 17	Appropriate keyboards purchased for each classroom

		skills and able to transfer skills to standard keyboards	specialised keyboards for each classroom 2d – Agree usage with class teachers, monitor transference of skills	FN	Feb 18	SEND pupils confident with specialized keyboards, skills transferring to standard keyboard
--	--	--	--	----	--------	--