



# **St. Luke's CEVA Primary School**

## **Accessibility Plan 2023 – 2026**

## **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 for Learning 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. It is reviewed annually.

## St. Luke's CEVA Accessibility Plan 2023-26 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 mostly research based and in place, and are bench marked, so evidence is now becoming quantitative.	1.Determine and systematically re-evaluate the best interventions to meet identified learning needs  2.Assess impact of interventions in terms of classroom practice by	Identify key learning needs through progress meetings drilling down on Teacher Assessments (TA), consultation with pupils, parents, teachers, through regular meetings and external consultants.  Agree interventions with class teachers and phaseSEND TA, Reading Support Teacher,	SLT  FN	Every term  Termly	Key learning needs identified leading to accelerated progress  Nature of interventions agreed

	<p>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</p>	<p>evaluating the independent application of taught skills &amp; adjust as required</p>	<p>Numeracy and Literacy Leads and Head Teacher</p>		<p>Sept annually</p>	
			<p>Determine individual entry levels for interventions</p>	<p>FN</p>		<p>Entry levels established</p>
			<p>Monitor intervention progress on monthly or ½ termly basis</p>	<p>FN</p>	<p>Ongoing</p>	<p>Progress identified</p>
		<p>Update the Maths No Problem MNP resource trolleys</p>	<p>Half-termly SEND Learning Walks to observe impact of inclusive classroom and twice monthly learning walks to observe intervention practice</p>	<p>FN &amp; MH with class teachers</p>	<p>Ongoing</p>	<p>Transference of skills from intervention to classroom evidenced</p>
		<p>Investigate and secure concrete resources from DFE linked to Mastering Number intervention</p>	<p>Audit and update MNP resources annually</p>	<p>CK</p>	<p>Autumn Term - ongoing</p>	<p>Concrete resources available and used in classroom</p>
		<p>Train intervention leads on these new interventions starting Autumn 2021</p>	<p>Purchase concrete resources for Mastering Number</p>	<p>CK &amp; HT</p>	<p>Autumn annually</p>	<p>Concrete resources available and used in classroom</p>
		<p>Purchase additional concrete resources for classrooms and new SEND Cabin to facilitate transference of skills from</p>	<p>Order relevant resources for interventions/training</p>	<p>FN &amp; MH</p>	<p>Autumn annually</p>	

		interventions to classrooms, train teachers	Meet with reps from Rhino Sensory to negotiate & purchase	FN & MH		Intervention staff trained  Resources for classrooms purchased  Classroom teachers trained
<b>To increase our capacity to use Speech &amp; Language techniques to enhance learning</b>	1. School has hired private Speech & Language therapist shared between us and another 1 form entry school and a special school in Tower Hamlets that has allowed us to double provision for the same amount as we used to pay.	1. Use the therapist to train up all support staff so they are able to support children with SPLANG issues in their class 2. Identify a member of staff to work closely with the Therapist to help them deliver more complex interventions		FN  FN	Begin Sept. 2023  Ongoing if staff move on	SPLANG interventions will show enhanced progress
<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	MH/CB  MH/MW	Nov 19  Dec 19	Best value for money bid chosen  Building work completed

	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>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>	Value for money bids sought	MH	Dec 19	Access improved to place for all children
			Building work completed	MH	March 20	Equipment that gross/fine motor skill correspondence
			Research company to complete external survey	MH	Summer 20	
			Share findings with governing body	MH/FN	July 20	External Survey completed
			Agree action plan	MH/FN/MW	Summer 20	Recommendations made and action plan agreed with governors
			Complete value for money bids/or best value ramps	MH/FN	First 2ramps Sept 20 & SEND Cabin Sept 21	Best value for money bids received
			Complete building work, or purchase mobile ramps			Work completed ingress for wheelchair users improved

<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>Attend LBN SENCo meetings to establish best software and updates</p>	<p>FN</p>	<p>Termly</p>	<p>Best software packages identified &amp; advice from other SENCOs sought</p>
		<p>2 Purchase software licenses and train staff in use</p>	<p>Agree budget and timeframe for purchasing software</p>	<p>FN</p>	<p>Beginning of each academic year</p>	<p>Software packages purchased and installed</p>
		<p>3 Facilitate use of software in interventions and classrooms by SEND pupils</p>	<p>facilitate appropriate training for staff and pupils</p>	<p>FN</p>	<p>Ongoing – identified through Inclusion Team meetings</p>	<p>Staff and pupils trained in use of packages</p>
		<p>4 Ensure all Google lesson presentations are on non-white backgrounds – use pastel shades to aid children with visual distress</p>	<p>Monitor progress of pupils using software</p>	<p>FN</p>	<p>Termly progress meetings/SEND reviews</p>	<p>Pupils working more independently</p>
			<p>Determine whether software enhances independence and whether skills are transferrable to the classroom</p>	<p>FN</p>		<p>Progress identified in key areas</p>
	<p>Monitor lessons to ensure visual material is presented to be accessible</p>	<p>FN &amp; MH</p>	<p>SEND learning walks every half-term</p>	<p>Skills transferrable to the classroom</p>		



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Approved by Governing Body: .....

Approved by School: .....

Date: .....

Next review date: Autumn 2023