

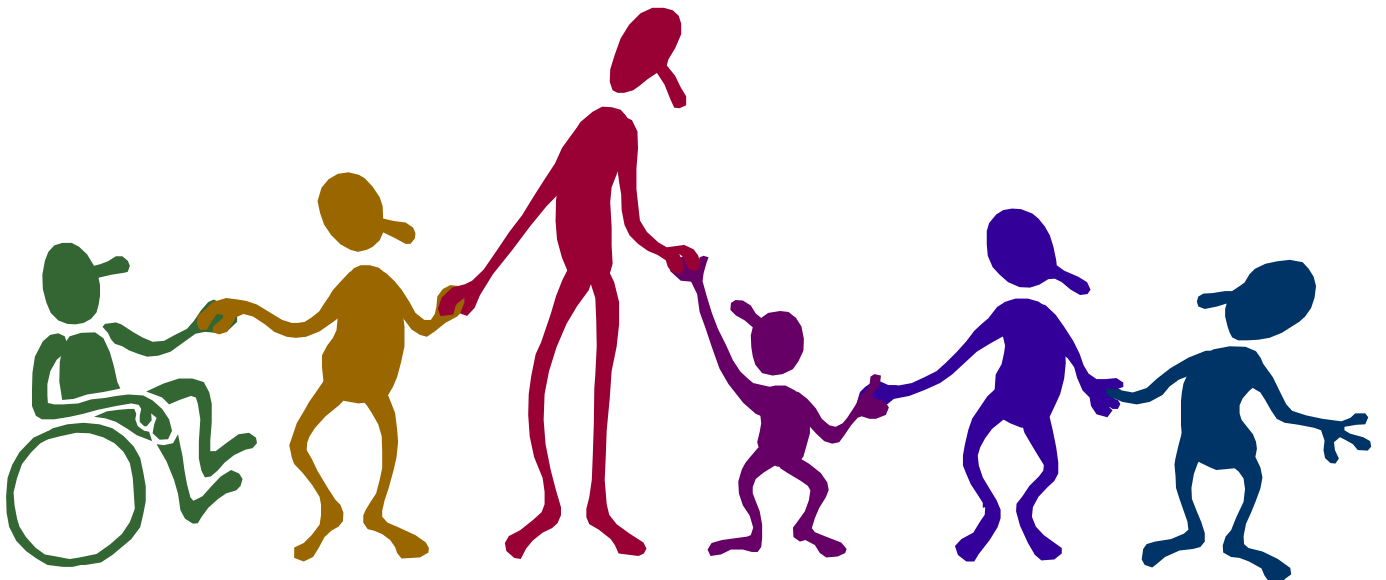
St Luke's Church School



know, love, serve; God, Ourselves & Others

Accessibility Plan

June 2018-2021



Tiptree St Luke's C of E Primary School Disability Access Policy

Introduction

The disability discrimination act 2005 states that we as a school are required to cater for our adults and children who, as a result of a physical or mental problem, are less able to take full advantage of the range of facilities the school has to offer.

St Luke's Primary School aims to provide excellent and enjoyable quality first teaching for all pupils. The school recognises that the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005 (DDA), places a duty on all public sector authorities to promote disability equality.

As part of their duties under the DDA schools are required to publish a Disability Access Policy. This policy provides the criteria to follow in order to ensure that the school fully complies with its duties. At the heart of the scheme the school recognises that Every Child Matters and that all staff strive to ensure, where reasonably possible, that no child is placed at a disadvantage.

The General Duty

The general duty requires public authorities to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The school must have due regard to:

- Promote Equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination under the DDA
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities, **even where that involves more favourable treatment.**

Definition of Disability

The school will use the definition as given by the DDA that a person who is disabled is:

“One who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.”

This policy recognises that there is no longer a need for a mental impairment to be clinically well recognised.

The Disability Equality in Education further recommends, and St Luke’s accepts, that all pupils with SEN and those with long term medical needs need to be treated as disabled for the purposes of the Act and for equality.

Involvement of people with a disability

In creating this plan a 10 part audit was carried out by the Headteacher and Premises Governor who are experienced working with physically disabled pupils.

The school will consult with pupils through the school council agenda, with staff through SEND meetings, governors and parents through the Head Teacher or Inclusion manager.

Pupils’ awareness is informed through the sharing of the scheme at school council meetings and with class-based discussions in Personal Social Health Education and Philosophy.

Staff / Governor

St Luke’s is an inclusive school whose aims are to provide for the whole community.

It is essential that the school knows its’ staff and governors in order to comprehensively plan for their needs and well-being. The school will ensure that reasonable adjustments to working conditions are observed and provided for if necessary.

Informing the school of a disability

Employees

Staff are questioned about any disabilities they may have through the LA's application for employment. The school adheres to the Safer Recruitment guidelines and two governors have completed relevant training. The school keeps a record of staff who have declared a disability.

The decision whether or not to disclose a disability lies firstly with the person themselves. The school will not treat any staff or potential member of staff less favourably due to a disability. The school aims to promote an ethos where the benefit of informing the school of a disability is favourable for all. If a person wishes to maintain confidentiality then the school will endeavour to ensure that reasonable adjustments are made.

Pupils

The decision whether to disclose disabilities lie with the pupil and their parents. However St Lukes' feels that the greatest benefit for all pupils is informing the school of disabilities to empower the school to make reasonable adjustments.

Staff development

The school values the importance of staff development and all staff are encouraged to train and develop their skills. If a disability is disclosed the school will ensure that induction, training and career opportunities are also available to ensure DDA compliance. The school will also ensure that appropriate steps are taken to communicate to all staff, governors, children and parents that the school will not tolerate any harassment or bullying.

Overcoming Physical Barriers

All proposed physical changes to the school buildings and grounds will be considered from an accessibility perspective before they are implemented. Further, the accessibility plan will be amended as appropriate to reflect any physical changes to the school environment (see appendix i)

Learning Opportunities

All learning opportunities will be made available to every pupil in the school regardless of the fact that they may have a disability.

Enabling staff to make reasonable adjustments

Staff will consider any reasonable adjustments that are needed. The Inclusion Manager is responsible for ensuring that staff are supported in making and recording any reasonable adjustments they currently make on the provision map. The school will regularly survey staff views on their own ability to make reasonable adjustments the results of which will provide valuable information for Continual Professional Development and Performance Management targets.

Monitoring effectiveness

The scheme will be reported on annually and discussed with staff at the beginning of each academic year.

How the school develops understanding of the range of disabilities

The school is committed to developing positive attitudes towards disabled people and it is delivered within the PSHCE curriculum. In certain situations, the school acknowledges that a specific disability and the effects of that will need to be made explicit to groups of children. The school will maintain confidentiality within the class community and ascertain parental consent before sharing any information with the child's peers.

Reasonable Adjustments at St Luke's Primary School

Extended school opportunities are provided for on school premises and all pupils are welcome to attend.

School clubs will pass participant lists to the Inclusion Manager so necessary information can be shared regarding the children's needs.

Where the school has knowledge of the child's disability, reasonable adjustments to learning situations, i.e. how we communicate with children through different learning and teaching styles and the differentiated curriculum, will be made.

The school will make reasonable adjustments for children and a system of provision mapping has been adopted in order to record and assess the effectiveness of them.

The recording and transferring of information between classes and schools

The school is improving its information gathering system on admission to school and the school will record and inform all staff of previous adjustments for pupils. The school has effective assessment and monitoring policies for all children and specifically those who are considered to be disabled. These systems enable effective transition planning and activities for all pupils.

The school will also consider its risk assessment guidelines as part of the physical intervention policy in association with disabled children. This will enable staff to make reasonable adjustments to the environment and develop strategies to meet the needs of children with social, emotional and behavioural disabilities.

Consulting with children

The Disability Scheme will be shared with pupils within the school council arena and then within the classroom. Minutes of the meetings will be used as evidence of children's views and informed feedback will be given to the school council on their proposals as a means of recording the actions taken by the school.

Parents/ Carers

The school will strive to ensure parents and carers receive the support necessary to enable their children to make progress. The school will target communication with parents as part of the Disability Accessibility Scheme.

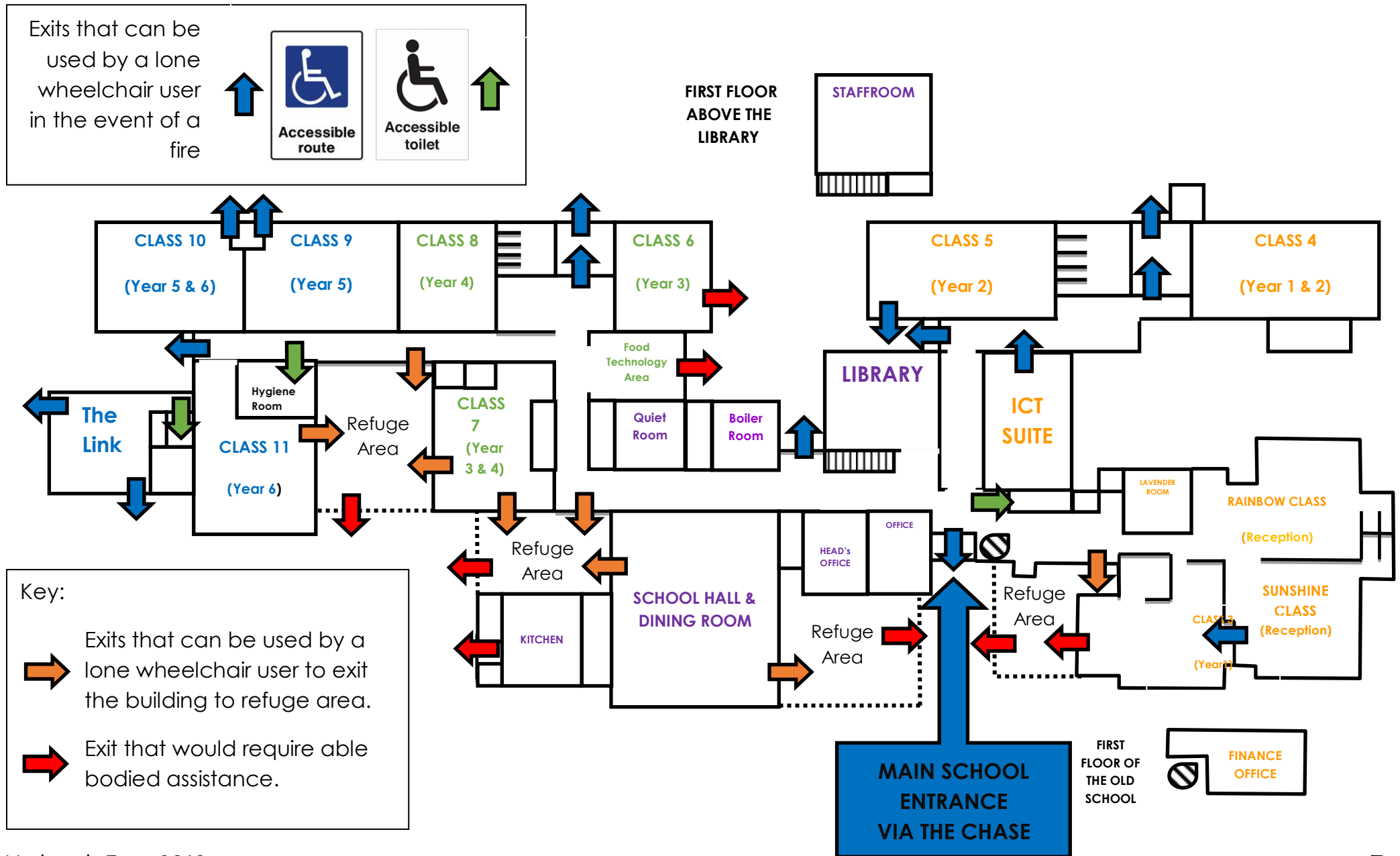
Consulting with parents

At the end of each year, as part of the review process, the school will seek the views of parents. It is the school's intention to use these contributions to improve and develop the school's procedures.

Monitoring and review

The effectiveness of this scheme will be reviewed and evaluated by the SLT and Governors on at least an annual basis.

PLAN OF THE SCHOOL



Updated: June 2018
First Written: February 2014

The DFE's statutory advice document (2014) makes it very clear that **schools continue to have a duty to produce an Access Plan** which must be implemented. Schools' plans should reflect their intentions in three areas to:

1. Increase the extent to which disabled pupils can participate in the **curriculum**
2. Improve the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
3. Improve the availability of accessible **information** to disabled pupils.

1 Curriculum

Target & Outcome	Tasks (whom, when)	Autumn term 2018 Evaluation	Spring Term 2019 Evaluation	Summer Term 2019 Evaluation
Prioritise student participation in school activities. SEND children participate in a range of activities offered by the school.	CW to audit SEND participation in school activities. Autumn Term. CW to ensure all pupils are aware of out of school activities and put support in place to enable them to participate. Communication with children and parents termly.			
SEND access to the curriculum. Identified areas of need in lesson planning and delivery.	QFT in all planning. Ensure suitable deployment of support staff. CW Termly. MM Evaluated pupil progress meetings. Termly. On-going CPD for all staff focusing on diverse areas of disabilities as needs arise. Implementation of recommendations made by specialist teacher.			

2 Physical Environment

Target & Outcome	Tasks (whom, when)	Autumn term (T1) 2018 Evaluation	Spring Term (T2) 2019 Evaluation	Summer Term (T3) 2019 Evaluation
All children access the curriculum. Ensure that classrooms are optimally organised for disabled pupils within the current restraints. Identify needs & actions for future improvements.	Class Teachers. Class environment to reflect the needs of all children. Ongoing. Class Teachers. Organise the resources within the classroom to allow for as much independence as possible. Ongoing. MM. Provide quiet areas within the school which can be accessed by SEND. Ongoing.			
Ensure that access to the school building and site can meet diverse pupil needs. Children and visitors can gain access to the building without stress. Children and visitors use the building facilities without issues.	MM. Evaluated the height of the intercom and signage in the area. T1. MM. Cost plan for addition of a disabled parking space and moving of bikes into a secure area of the school if car park gates are open during the day. T2. MM. PIR lighting to be installed in disabled toilets and other high use areas. T3			

Updated: June 2018

First Written: February 2014

3 Information

Target & Outcome	Tasks (whom, when)	Autumn term (T1) 2018 Evaluation	Spring Term (T2) 2019 Evaluation	Summer Term (T3) 2019 Evaluation
Improve accessibility of school correspondence. All parents are kept well informed by the school.	Office. Large print & audio as required/requested. Ongoing			
Availability of newsletters and school documents in alternative formats. All parents are kept well informed by the school.	Text E-mail Website CW or SL. Meet with parents/carers as requested to discuss any paperwork that is a cause for concern. Ongoing. MM or CW. Consult with parents when necessary to provide information in the appropriate format. Ongoing			
Signage is appropriate for all children and visitors. Movement around the school is easy and signage is visible.	Ensure signage is at an appropriate level for all children. MM. Evaluated the height of the intercom and signage in the area. T1. Staff keep routes clear around the school and where necessary demarcation is put in place. H&S walks to review.			