



Accessibility Plan & Policy	
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Date reviewed	
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Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

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Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Hanley St. Luke's we strive to ensure that all children are treated fairly and feel happy, safe and secure. We strive to create an atmosphere where all children feel uniquely special as members of God's family and are able to understand, recognise, uphold and promote the values of honesty, courtesy, kindness, perseverance and respect. Our work is underpinned by our vision above.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Action plan

Improving the physical access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, governors, visitors and parents/ carers	<ul style="list-style-type: none"> o Ensure the school staff & Governors are aware of access issues ('access' meaning 'access to' and 'access from') o Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process o Ensure staff and Trustees can access areas of school used for meetings o Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school o Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired 	As required	<ul style="list-style-type: none"> o SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. o All staff & Governors are confident that their needs are met. o Continuously monitored to ensure any new needs arising are met. o Parents have full access to all areas of school o PEEPs are prepared and reviewed as individual needs change
Maintain safety for visually impaired people	<ul style="list-style-type: none"> o Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges o Check exterior lighting is working on a regular basis o Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate o Check flashing beacons that signal fire alarm activation regularly o Risk assessment in place and all relevant staff aware 	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> o Visually impaired people feel safe in school grounds. o Yellow edges and flashing beacons to be monitored as needed throughout the school year
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> o Daily health and safety checks of the school and its surroundings. o Ensure staff are aware of need to keep fire exits clear 	Daily	<ul style="list-style-type: none"> o All disabled personnel and pupils have safe exits from school.
Whole School Evacuation	<ul style="list-style-type: none"> o Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). 	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> o All physically disabled persons can be safely evacuated.

	o Children to have PEEP's if needed.		
Accessible car parking and entrance	o Disabled members of staff and visitors have a place to park in the staff car park near the main entrance to the school o Dedicated disabled car parking space o Gates and ramps allow those with mobility issues/ wheel chairs to access the main school building o Main door into school accessible for all	On-going	o There is a place for disabled members of staff and visitors to park throughout the school day. o There is easy access into school for all
Accessible playground	o Lift available for access onto KS1 playground o Ramps lead onto 2 out of the 3 playgrounds	On-going	o Everyone is able to access the KS1 and KS2 playgrounds
Access to upper part of school	o Lift and ramps available to access upper part of school	On-going	o Everyone is able to access all areas of school
Accessible toilets and changing areas	o Accessible toilets in main entrance and in both the lower and upper parts of the school	On-going	o Accessible toilets available for all

Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	o Review SEND children's access to curriculum within class sessions. o Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. o Ongoing monitoring from SENCO. o Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.	On-going	o All pupils have equal access to a broad and balanced curriculum
All school visits and trips need to be accessible to all pupils	o Risk assessments to ensure that all children including children with physical disabilities can access trips. o Ensure venues and means of transport are vetted for suitability o Ensure staff are fully briefed with regards to children with SEND	On-going	o All pupils are able to access all school trips and take part in a range of activities

Review PE curriculum to ensure PE is accessible to all pupils	o Review PE curriculum to include disability sports	Annually	o All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	o Ensure whole school events can be adapted to include all children o Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school	As required	o Disabled children feel able to participate equally in out of school activities.
Training for all staff who teach children with medical issues	o Communication with school nursing team or specialists where appropriate to deliver the most relevant training	As required	o All staff have a clear understanding of need o Children with medical issues are successfully included in all aspects of life
Ensure all staff have specific training on disability issues	o Identify training needs at regular meetings	On-going	o Raised confidence of support staff
Communication with Parents	o Ensure parents have access to our SEN policy/Information Report, currently on the school website. o Ensure parents can meet/contact SENCO at any time. o Parents meet regularly with SENCO to access further support and advice. o Ensure that the annual report to parents of SEND is accessible, appropriate and informative for parents	On-going	o Parent/school communication is strong o Parents confidently contact SENCO for support and advice
Pupil voice	o Children are given opportunities to share their concerns, their views and their ideas. o Adaptations are made as needed.	On-going	o Children voice is heard and acted upon.

Improving delivery of written information

Target	Strategies	Timescale	What will success look like?
Make available school brochures, school newsletters and other information for parents in alternative formats	o Review all current school publications and promote the availability in different formats for those that require it.	Ongoing	o Delivery of school information to parents and the local community improved