

**ST LUKE'S C. OF E. PRIMARY SCHOOL
Accessibility Plan**

Accessibility Plan
Premises H & S Committee
Reviewed: Spring 2020
For Review: 2023

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

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

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, if they had cancer) and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Vision and Values

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best that they can be. We are therefore equally ambitious for our disabled pupils and staff.

We are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Improving the physical environment of the school to enable disabled pupils take better advantage of education, benefits, facilities and services provided:

At present, the main teaching area of the school is fully accessible to all children and adults with disabilities. The only area not accessible for wheel chair users is the mezzanine floor. A platform lift will be added to the mezzanine when effective funds and plans allow. Until this time the Governor's protocol for managing disability needs covers the use of six laptops/tablets with WiFi to enable any pupils or staff to access same learning opportunities in study area below mezzanine; school network allows for same lesson to be taught in classroom with use of laptops and ipads/tablets; teaching timetable agreed to be adjusted to enable support staff to be available.

As part of this policy the protocol for 'The Evacuation of Disabled People from Mezzanine Floor' is attached as Appendix 1.

Increasing the extent to which disabled pupils can participate in the school curriculum

St Luke's has high expectations of all its pupils, regardless of disability. Key elements in ensuring disabled pupils can access the curriculum include:

- focussed and cost effective deployment of additional adults;
- appropriate pupil grouping and use of peer support;
- effective use of Inclusion Manager's time;
- review of time-tabling;
- a review of how the school plans to develop awareness of disability through the curriculum;
- sharing successful developments in one area of school life across the whole school;
- access to specialist advice and support.

Improving the availability of accessible information to disabled pupils:

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Information to disabled pupils is currently distributed in a range of ways, dependent upon their need:

- in simplified language
- in visual form i.e. timetables and signs, using a symbol system (e.g. Widget) It reduces repeated efforts at a later stage if a consideration of different formats is built into the design of information produced for pupils, staff, parents etc. Through the Admissions Form schools could seek information and preferences from a parent with a visual impairment how they would prefer to receive letters etc.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

- Curriculum policies
- Equal Opportunities
- Staff Development
- Health & Safety (including off-site safety)
- Social Inclusion
- Special Needs
- Behaviour
- Anti-Bullying
- Multi-cultural and Anti-Racist
- School Development Plan
- Asset Management Plan
- School Prospectus and Mission Statement
- Teaching and Learning Policy

The Accessibility Plan is monitored through the Premises, Health & Safety Committee and will be published on the website.

Improving Physical Access and Environment 2017-2020

Target	Task	Timescale	Achievement
School is aware of the access needs of disabled children staff, parents/carers.	<ul style="list-style-type: none"> • Through admission forms or questionnaires seek information on the needs of users and pupils. • Create access plans for individual disabled children, when and where necessary, including after school activities • Assess users' needs and ensure they are met at meetings, and events 	Ongoing Ongoing – As necessary Ongoing- As necessary	Individual plans in place for all disabled pupils. All users able to fully access all school activities.
Improving & maintaining physical environment to provide appropriate access to all users	<ul style="list-style-type: none"> ▪ Ensure doorways are clear enough to admit wheelchair access ▪ Ensure toilet facilities are kept clear of clutter ▪ Ensure visual alarms in toilets fully working ▪ Lighting in the school has been upgraded and additional emergency lights installed to ensure school is well lit. Ensure all lighting working at all times 	Ongoing Ongoing Ongoing Ongoing	Physical environment is improved through constant monitoring.
Specialist furniture and auxiliary aids & services used to improve pupil environment	<ul style="list-style-type: none"> ▪ Posture cushion available for all KS1 pupils and Special Needs Pupils in KS2 ▪ Sensory equipment and exercises for SEN pupils 	Ongoing Ongoing	Physical environment for
To make special arrangements to cater for stakeholders with disabilities who visit the school	<ul style="list-style-type: none"> • Make sure that disabled parking place is clearly displayed • Permit passes held in school office for guests/visitors • Inform parents and carers through school website of the disabled parking facilities • Office checks with visitors before arrival if they have any particular needs. 	Ongoing Ongoing Ongoing Ongoing	Visitors, and all stakeholders can fully access school
School is aware of specific pupil medical needs and makes relevant arrangements	<ul style="list-style-type: none"> • Medical information list kept updated and available for relevant members of staff. • Individual pupil medication kept securely in school office in individually labelled bags with medication information 	Ongoing Ongoing	All pupils with specific medical needs are able to participate fully in school life.

Improving Access to the Curriculum 2017-2020

Target	Strategy	Outcome	Timeframe	Achievement
Training for all staff on differentiating the curriculum	Undertake an audit of staff training requirements	All staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing	Increase in access to the National Curriculum
Ensure there is a fair representation of disabled people throughout the school	Audit school displays and reading books to check there is a fair representation of disabled people	All displays and reading books have fair representation of disabled people	Ongoing	Society will benefit by a more inclusive school and social environment
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social environment

Improving the availability of accessible information 2017-2020

TARGET	STRATEGY	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats	As required	The school will be able to provide written information in different formats when required for individual purposes. Delivery of information to disabled pupils improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials	As required	Delivery of school information to pupils & parents with visual difficulties improved
Documentation sent home (either electronically or hard copy) or put on website is clear for all users	Review documentation to ensure it is in plain English	Ongoing	Clarity of information provided to pupils and parents
Improve provision of information in classroom for pupils with specialist needs	Each pupil with SEND to be reviewed with support from SENCO to ensure pupils needs are being met Differentiated material used to meet identified needs in lesson planning Personal formats of information Colour background to texts	Ongoing	School is more effective in meeting the needs of pupils
Use of technology	The use of digital projectors, TV's & mobile devices considered in the context of pupil disabilities. Assessments to be made of the impact of using technology with a class where a disabled pupil will be working	Ongoing	School is more effective in meeting the needs of pupils

Appendix 1
St Luke's Church of England Primary School
The Evacuation of Disabled People from the Mezzanine floor

The Evacuation of Disabled People from the Mezzanine floor

1. Introduction

It is a general requirement that emergency procedures are pre-planned and that planning should have regard to the needs of all occupants. It is therefore essential to identify the needs of disabled people and to make proper arrangements for their assistance in the event of an emergency evacuation. These determine which procedure should be adopted for the mezzanine floor. The procedure will vary as to the needs of disabled people, their relationship to the building they occupy and its structural characteristics. All disabled occupants and visitors will be registered at receptions and pupils known to staff.

2. Planning an evacuation procedure

The following has been instigated for the evacuation procedure for disabled people:

- Identify the number of disabled staff and students and where they will be in the building.
- Implement Personal Emergency Evacuation Plan
- Consider the characteristics of the building
- Train staff to deal with emergency evacuation from the mezzanine
- Determine what needs to happen when the alarm goes off

3. Personal Emergency Evacuation Plan (PEEP)

The purpose of a PEEP is firstly to ensure the safety of the named individual in a building evacuation situation. The PEEP will also record the safety plan e.g. refuge place to the mezzanine etc, identify those persons who will assist and any training or practice needs. The PEEP is drawn up with the active participation of the person concerned, for pupils it is kept by the assistant who is in their charge during occupancy during normal school hours. A practice fire drill should be carried out at every term to monitor the effectiveness of any active PEEP. A PEEP is activated immediately the alarm is raised. A pupil with mobility impairment will never be unaccompanied in the school and will always have a teacher or an assistant teacher with them.

4. Techniques for the evacuation of disabled people

Staff and students with visual impairment may be guided on level surfaces by taking someone's arm and following. On the stairway to the mezzanine the guide should descend first and the person following can place their hand on the guide's shoulder. If a member of staff or student is a guide dog user they should be asked about how/if they can be assisted. Many disabled people will be able to descent (or ascend) a stairway, however others may

need assistance. If it is safe to do so wheelchairs, guide dogs and other ‘equipment’ (crutches etc) must be evacuated as well as the disabled person.

5. Refuges

Where disabled staff and students are unable to use stairways without assistance a refuge point is located adjacent to the stair. The refuge area is suitable signed and kept free of obstructions. The location of a refuge does not have any adverse effect on the means of escape. The disabled person’s assistant or most senior member of staff present should report the location of the disabled person awaiting evacuation to the building reception. In this way the fire brigade can be informed when they arrive.

6. Conclusion

The safe evacuation of disabled staff and students is the responsibility of the school. Safe evacuation procedures from the mezzanine is pre-planned and identifies the needs of disabled persons and make proper arrangements for their assistance. As we have noted elsewhere the protocol is to manage disabled students so access to the mezzanine is unnecessary. We will provide laptops and computer pads which allow ICT and overspill classes to be undertaken in the main hall. It should be noted that proposed refuge is a rest place and not a protected compartment.

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