



secure foundations — excellent practice — faith, hope and love

St Luke's Church of England School
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Accessibility Plan

Date of approval: July 2018

Review date: July 2021

Introduction

It is a fundamental part of our Christian foundation and ethos that everyone in our school should be treated with respect and dignity, in keeping with the Christian belief that God made all people equally valuable and in His image.

Consequently, we are committed to taking all reasonable and practicable steps to make our school as accessible as possible for the pupils, staff and other stakeholders within or wishing to join our school community.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. St Luke's CE School Accessibility 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. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three-year period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. We are 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
5. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - 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 timeframe.
6. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
7. 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.

8. The Accessibility Plan should be read in conjunction with
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Inclusion Policy
 - Behaviour Management Policy
 - School Improvement Development Plan
 - School Website
 - Local offer document

9. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

10. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
 - The School Website will make reference to this Accessibility Plan.
 - The Accessibility Plan will be monitored by the Governing Body.

11. The school will work in partnership with the Local Authority and the Diocese of London in developing and implementing this Accessibility Plan.

12. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

What defines a disability?

A pupil has a disability if he or she has a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

What defines ‘reasonable adjustments’?

In determining what is reasonable the school will have regard to:

- a. health and safety requirements
- b. The practicality of making reasonable adjustments
- c. The interests of other pupils
- d. The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- e. The extent to which the pupil’s Education, Health and Care Plan determines necessary arrangements including access to resources and specialist provision or whether the provision will be met from the school’s resources.

St Luke’s Church of England School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school to the extent it is reasonably able to do so. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- 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.

The Head of School and SENCo will meet at the start of each academic year (or more often if required) to consider the needs of the pupils with regard to these three areas. Staff training will address the 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.

New Plans will be drawn up every three years.

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

- Curriculum
- Equal Opportunities
- Staff Handbook
- Health & Safety
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Parents' Handbook
- Teaching and Learning

As applicable policies are reviewed, a section relating to access will be added to that on Equality and Diversity.

The School website will make reference to this Accessibility Plan.

The Accessibility Plan will be monitored through the Resources Committee of the Governing Body

This plan has been agreed by the Head of School and the Governing Body.

Head of School signature:

Print name:

Date:

Chair of Governors signature:

Print name:

Date:

Accessibility Plan 1018-21

Appendix 1: Improving the Curriculum Access at St Luke's Church of England School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Annually – completed by Inclusion Coordinator	Increase in access to the curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. School to access specialist services and advise as and when appropriate including OT service/SALT and CAMHS	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	Reviewed annually by HT and Inclusion Coordinator – level and access to funding to be made in consultation with SBM for access to external advice and support	
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	Reviewed annually by SLT – in Summer Term when considering after school provision for next academic year.	Increase in access to all school activities for all disabled 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 class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Recommendations on seating/equipment and other organisational supports made by external specialists are implemented and actioned.	Audit/Learning walk undertaken regularly (at least annually) by Inclusion Coordinator as/or HT	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 and Disability Discrimination	Training to be delivered by Inclusion Coordinator as advised by SLT.	Society will benefit by a more inclusive school and social environment

Appendix 2: Improving the Delivery of Information at St Luke's Church of England School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the key partners such as the LDBS for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	As and when	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	As and when	Delivery of school information to parents and the local community 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.	All school information available for all	As and when	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems. Develop staff understanding of and awareness of AAC (Alternative and Augmented Communication) and oral methods of communication including the use of sign language and recognised symbol programmes	Arrange training courses. Arrange training courses. Seek advice and training from SALT/OT as appropriate on use of AAC and oral methods of communication.	Awareness of target group raised Awareness of target group raised and curricular resources accessible for all.	As and when As and When Training from specialist services to be considered by HT, SBM and Inclusion Manager when planning for the Inclusion of children with these needs.	School is more effective in meeting the needs of pupils. School is more effective at meeting the needs of pupils and pupils are increasingly able to independently access the curriculum

Complaints Procedure

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the Head of School and, if concerns persists, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be followed.

Copies of this policy will be available in the staff handbook, from the school office and on the school website.

This policy has been agreed by the Head of School and the Governing Body.

Head of School signature: _____ Print name: _____

Date: _____

Chair of Governors' signature: _____ Print name: _____

Date: _____

