Accessibility Plan

School Name: *St Luke's CE Primary School*

Role	Designated Person
Headteacher	Miss Katie Marks
Designated Lead	Daniel McGill (Deputy Headteacher/SENCo)
Date written and approved by governors	November 2026
Date to be reviewed	November 2029

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1. Aims

St Luke's CE Primary 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. Our school is 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.

(See below for action plan)

This 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.

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

We have included a range of stakeholders in the development of this accessibility plan. This includes *pupils, parents, staff and governors of the school.*

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the *Special Educational Needs and Disability (SEND) Code of Practice, 0 to 25 years (2014)* '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 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
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy.

3. Monitoring Arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary. It will be reviewed by *staff and governors of the school* and approved by the governing body.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Increase Access to the Curriculum for Pupils with a Disability

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
• *To conduct a review of the curriculum to ensure it is inclusive*	Audit curriculum resources for disability representation; review curriculum plans; pupil voice	Subject Leads DHT	July 2027	Curriculum is inclusive for everyone and from everyone's perspectives.
To ensure we make use of Adaptive resources.	Maintain writing slopes, overlays, sensory resources and assistive technology – Purchasing new equipment as necessary.	Class Teachers, Subject leads and DHT	Ongoing	Curriculum resources reflect people with a broad range of disabilities. Specialist equipment enables increased access to the curriculum.
To ensure access to extra-curricular activities, visits and trips.	Risk assessments and reasonable adjustments for all visits	EVC SLT Class Teachers Sports Lead	Ongoing	Transport to and from the venue and the venue itself is inclusive for all. Risk assessments completed to ensure specific adaptations are in place.

2. Improve and Maintain Access to the Physical Environment

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
To make environmental adaptations for pupils/staff and visitors.	Review individual needs when known and ensure that the building remains accessible.	DHT/AMEY	Ongoing	Any child, visitor or staff member with a disability is able to access the building.

3. Improve the Delivery of Information to Pupils (and Other Stakeholders) with a Disability

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
Ensure all communication is available where appropriate on the school website or sent directly to parents/carers.	Information sent out to parents is put on the school website or forwarded to the office to be sent directly to parents.	DHT and JR	Ongoing	Documents available on school website or sent via email can therefore be easily translated or enlarged etc as required.
Develop the use of a range of communication methods to ensure information is accessible, this includes : • *Pictorial or symbolic representations* • *Large Print Resources* • *Clear Internal signage*	Visual timetables used for all in classrooms. Toilets and Key areas are labelled with symbols (widgits) as well as words.	All staff	Ongoing	Visual timetables accessible for all in classrooms. Clear signage is displayed across the school.