



St Luke's CE Primary School Accessibility Plan & Disability Equality Duty 2023-2024

St Luke's Christian ethos underpins all aspects of its policy and practice.

St. Luke's CE Primary School

Where children flourish, are happy and succeed. Living their life to the full.

Believe and Achieve



Working together to be happy; to flourish; to succeed through our Christian Values of friendship, love, patience, forgiveness, trust and respect.

"I have come that they may have life and have it to the full." John 10:10

Vision & Values

At St. Luke's our vision is naturally inclusive of all of our pupils.

We promote a Christian Ethos where all pupils can achieve. We believe that '*every child is important*' and that all pupils should have equal access & opportunities in all the learning experiences provided. To this end, school staff seek to identify & eliminate barriers to learning wherever possible and adapt policies and practices to suit all our pupils. We set suitable learning challenges, respond to pupil's diverse needs & strive to overcome barriers to learning.

Disability Equality Scheme.

St Luke's welcomes its general responsibilities under the Disability Equality Duty and we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are committed to ensuring the equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. The achievement of all pupils is carefully monitored and we will ensure that they are able to fully participate in school life & that school is as inclusive & accessible as possible.

Area 1 Increasing access to the curriculum

Action	Strategies	Person responsible	Evaluation
1. Use of lunchtime sports/games clubs to develop new skills and provide healthy challenges for pupils. Also support and encourage pupils who struggle to join in during unstructured times.	Sports teachers employed with particular emphasis on supporting pupils to be active and develop social skills.	Head, SENDCO & Sports teachers	
2. Use of workstation boards/privacy boards in classrooms for pupils with social interaction, communication, ASD and ADHD tendencies.	Ensure that all classrooms have privacy boards that the pupils are able to use. Target specific pupils	SENDCO, class teachers, TA's	
3. Develop the Reach Out curriculum and the pupil offer to give children a variety of experiences, in school and off site. This will create opportunities for the pupils to have experiences they may not have had.	Staff meeting to agree the experiences for each year group and ensure coverage across the school. Monitoring to ensure a breadth of experiences and appropriate curriculum coverage.	SLT, subject leaders, class teachers	

<p>4. Develop the use of Cherry Tree Branch Mapping for SEND learners to show smaller steps of progress on their learning journey.</p>	<p>Staff training to ensure that all staff are aware of the Cherry Tree Branch mapping and understand its use.</p>	<p>SENDCO, SLT, class teachers</p>	
<p>5. Wellcomm screenings for all pupils to identify those pupils who are struggling with speech, language and communication. Once identified, targeted intervention through use of the Big Book of Ideas.</p>	<p>Ensure that pupils with SLCN are effectively supported so that they can make progress.</p>	<p>SENDCO, Wellcomm lead, SLT, class teachers</p>	

Area 2 Improving the physical environment

Action	Strategies	Person responsible	Evaluation
1. Update PEEPs for all SEND pupils and ensure that any new staff are aware of evacuation procedures.	Provide training as necessary for any new staff whose pupils have PEEP's as well as the updates of the current pupils.	SENDCO	
2. Development of forest school for all of our learners across school. Also, to allow for easy access for pupils with disabilities.	Improve the path so that it is wheelchair accessible. Ensure that all pupils have timetabled access to forest school. Adapt activities as needed.	SLT, class teachers, forest school leaders	
3. Update asthma, anaphylaxis and rescue medication for seizures training for all staff and ensure that tracking and records are up to date and monitoring takes place.	Continuous review with parents, class teachers, TAs & SENDCO through the year and adaptations where necessary. Liaise with school health to ensure that training takes place. Monitor records and ensure that staff in class check if inhalers and epipens are up to date.	SENDCO & class staff	

Area 3 Improving access to information

Action	Strategies	Person responsible	Evaluation
1. Develop the use of parental engagement. Provide a list of events happening throughout the year and send this in all formats. Promote events throughout the year to encourage parents/carers to attend.	Ensure that all formats are used to send the information. Staff promote the activities with their class parents.	Class teachers/SLT	
2. Further development of school website to include links to appropriate services for all pupils, including those who may have SEND & disabilities. Ensure that all information is up to date.	Ensure that statutory information is available on website.	ICT co-ordinator, ICT technician, SENDCO	
3. Embed shared learning and parent lunches where parents are invited to learn about what their children are doing in class to include strategies of how to help their child learn in different areas of the curriculum.	Parents will have access to parents lunches and shared learning experiences. They will learn strategies during this time to support their child with learning at home.	SLT & class teachers	

4. Parents meetings to inform regarding aspects of the curriculum eg. SAT's, multiplication test etc.	Parents and family members will have access to meetings regarding various aspects of the learning that the pupils have throughout the year.	Class teachers, SLT	
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