



## St Luke's CE Primary School Accessibility Plan & Disability Equality Duty 2024-2025

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.

<b>Area 1    <u>Increasing access to the curriculum</u></b>			
<b>Action</b>	<b>Strategies</b>	<b>Person responsible</b>	<b>Evaluation</b>
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 team & PE subject leads, sports teachers	
2. Use of Adaptive teaching strategies document across all lessons to support all pupils, in particular those with additional needs.	All subject leaders to use EEF principles to show how their subject is adapted. Use of adaptive strategies in lessons. Monitoring to ensure that all pupils are supported.	SENDCO team, SLT, class teachers, teaching assistants	
3. Embed the updated curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.	Teachers to use knowledge organiser assessment data to inform any interventions. Retrieval practice and kahoot quizzes to ensure knowledge is consistently remembered and regularly recalled. Monitor lessons to ensure they are delivered in line with Rosenshine's	SLT, subject leaders, class teachers	

	(2012) principles of effective instruction and the impact.		
4. Use of Cherry Garden Branch Mapping as a planning tool for pupils with SEND. Use to show smaller steps of progress on their own individual learning journey.	Staff training to ensure that all staff are aware of the Cherry Garden Branch mapping and understand its use. Monitor its use across the curriculum.	SENDCO team, SLT, class teachers	
5. Wellcomm screenings for all pupils to identify current level of speech and language. Also to identify those pupils who are struggling with speech, language and communication. Once identified, targeted intervention through use of the Big Book of Ideas to provide a pathway to ensure every child gets the support they need.	Staff training for TA's and teachers on the use of Wellcomm. Ensure that pupils with speech, language and communication difficulties are effectively supported so that they can make progress.	SENDCO team, Wellcomm lead, SLT, class teachers	
6. Use of the Ordinarily Available Provision (OAP) document from Rochdale Council to ensure Quality First Teaching and further strategies to support pupils	Staff training on the use of the OAP document. Regular monitoring of its implementation within classrooms for SEND pupils.	SENDCO team, SLT, subject leaders	

with SEND.			
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<b>Area 2    Improving the physical environment</b>			
<b>Action</b>	<b>Strategies</b>	<b>Person responsible</b>	<b>Evaluation</b>
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.	SENDSCO team	
2. Embed use of forest school for all of our learners across school. Also, to allow for easy access for pupils with disabilities and disabled toileting facilities.	Improve the path so that it is wheelchair accessible. Ensure that all pupils have timetabled access to forest school. Adapt activities as needed for pupils with SEND. Continually risk assess environment to make sure that it is accessible for SEND pupils.	SLT, class teachers, forest school leaders	
3. Build and develop the Rush Room as an outdoor classroom and learning space.	Build the Rush Room. Ensure that this is timetabled and utilised by pupils across school.	SLT, class staff	

<b>Area 3    Improving access to information</b>			
<b>Action</b>	<b>Strategies</b>	<b>Person responsible</b>	<b>Evaluation</b>
1. 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 parent's 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	Parents and family members	Class teachers, SLT	

inform regarding aspects of the curriculum eg. SAT's, multiplication test etc.	will have access to meetings regarding various aspects of the learning that the pupils have throughout the year.		
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