



St. Luke's C of E Primary School
Accessibility Policy & Plan 2025-2028

Accessibility Plan 2025–2028

St Luke's C of E Primary School

Aims

St Luke's C of E Primary School is an inclusive school and our Christian values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Every member of our school community is important and included.

Children at St Luke's are provided with high-quality learning opportunities so that each child can attain and achieve all that they are able. We promote an ethos of care, dignity and trust where every member of our community feels that they truly belong and are valued.

Policy Statement

St Luke's C of E Primary School is committed to ensuring equality of opportunity for all pupils, staff, parents and visitors. We recognise our duties under the Equality Act 2010 and are committed to eliminating discrimination, advancing equality of opportunity and fostering good relations.

We will:

- Ensure disabled pupils are not treated less favourably.
- Make reasonable adjustments to prevent substantial disadvantage.
- Plan strategically to improve access over time.
- Promote positive attitudes towards disability and inclusion.
- Ensure accessibility considerations inform curriculum design, staffing, premises planning and communication.

This policy applies to all members of the school community.

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 a person as disabled if they have a physical or mental impairment which has a 'substantial' and 'long-term' adverse effect on their ability to carry out normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice (2015), '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 to prevent them being placed at a substantial disadvantage compared with non-disabled pupils. This may include:

- Adaptations to teaching and learning
- Provision of auxiliary aids
- Adjustments to the physical environment
- Adjustments to policies and procedures

Schools are required under the Equality Act 2010 to have an Accessibility Plan.

The St Luke's Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services
3. Improve the availability of accessible information to disabled pupils and parents

Equality and Protected Characteristics

In line with the Equality Act 2010, the school recognises the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Accessibility planning particularly addresses disability but sits within the school's wider commitment to equality.

Linked Policies

This Accessibility Plan should be read in conjunction with:

- SEND Policy and Information Report
- Teaching and Learning Policy
- Behaviour Policy
- School Development Plan
- Equality Objectives
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy

Premises

The school site is maintained in line with current building regulations. Accessibility considerations are taken into account in all premises planning and development work, and reasonable adjustments are made where required.

School Context

St Luke's C of E Primary School is a mainstream primary setting. The school maintains an up-to-date SEND register and medical register. Accessibility considerations are reviewed annually and inform premises planning, curriculum adaptation and communication systems.

Roles and Responsibilities

The Governing Board will:

- Monitor the implementation of this policy and plan.
- Ensure adequate resources are allocated to support accessibility improvements.
- Review the policy and plan in line with the review cycle.

The Headteacher will:

- Ensure the policy is implemented effectively.
- Oversee strategic development of accessibility improvements.
- Report annually to governors on progress.
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The SENDCo will:

- Lead on curriculum access and reasonable adjustments.

- Maintain oversight of SEND and medical registers.
- Coordinate PEEPs where required.

The Inclusion Lead will:

- Promote inclusive practice across the curriculum.
- Monitor participation in wider school activities.

The Attendance Lead will:

- Monitor attendance of pupils with SEND/disability.
- Implement early support where attendance is a concern.

The Office Manager / Health & Safety Lead will:

- Support accessibility of communication.
- Ensure premises audits consider accessibility.
- Support emergency evacuation planning.

All staff are responsible for implementing reasonable adjustments and promoting inclusive practice.

Section 1: Improving Access to the Curriculum

Aim:

To ensure disabled pupils can fully participate in all aspects of school life and achieve strong outcomes.

Target	Lead	Action	Timescale	Success Criteria
Ensure SEND and medical needs are accurately identified and reviewed	LT	Maintain up-to-date SEND register and provision mapping. Termly review meetings with parents.	Ongoing (termly review)	Staff fully aware of pupil needs. Provision matched appropriately.
High-quality adaptive teaching across school	LT / SP / PP	CPD on adaptive teaching, scaffolding, universal provision and reasonable adjustments. Learning walks to monitor inclusive practice.	Ongoing	Lessons demonstrate clear adaptation and access for all pupils.
Improve engagement and attendance of pupils with SEND/disability	MB / LT	Attendance monitoring of vulnerable groups. Early support meetings. Targeted pastoral support.	Ongoing	Attendance of pupils with SEND is in line with school averages or improving.
Access to trips, visits and residential experiences	LT / PP	Risk assessments reflect individual needs. Pre-visits where required. Reasonable adjustments planned.	Ongoing	All pupils access educational visits safely and confidently.
Appropriate specialist resources available	LT	Audit of assistive equipment (visuals, overlays, technology, sensory resources).	Annual audit	Pupils have appropriate equipment removing barriers to learning.
Representation in curriculum	SP / LT	Ensure curriculum materials reflect disability and diversity positively.	Annual curriculum review	Pupils see themselves represented in learning materials.

Section 2: Improving the Physical Environment

Aim:

To improve physical access to the school site and facilities.

Target	Lead	Action	Timescale	Success Criteria
Maintain safe and accessible site	JY / PP	Regular site audits. Ensure walkways clear and safe. Monitor lighting and access routes.	Termly premises review	Safe, unobstructed movement around site.
Emergency evacuation arrangements	LT / JY	PEEPs created where required. Staff aware of procedures.	As required; reviewed annually	All pupils and staff can be evacuated safely.
Access to extended school provision	SP / LT	Review participation of pupils with SEND in clubs and extended provision. Make reasonable adjustments.	Ongoing	Pupils with SEND attend clubs and wider provision.
Sensory and regulation spaces	LT / PP	Ensure sensory provision is maintained and fit for purpose.	Annual review	Pupils access regulation spaces appropriately.
Future building adaptations	PP / JY	Consider accessibility in any future refurbishment plans.	As required	Improvements enhance accessibility where needed.

Section 3: Improving Access to Information

Aim:

To ensure information is accessible to all pupils and families.

Target	Lead	Action	Timescale	Success Criteria
Accessible written communication	JY / SP	Use clear language in letters. Offer enlarged print on request.	Ongoing	Parent survey feedback and SEND parent meetings indicate that information is accessible and understood.
Translation and interpretation	SP / JY	Offer translation support where required. Use translation tools and interpreter services.	Ongoing	Families can access meetings and school information.
Website accessibility	PP / JY	Review website accessibility and compliance annually.	Annual review	Website meets accessibility standards.
Use of visuals to support understanding	LT / SP	Continue use of visual timetables, Widgit-style supports and adapted materials.	Ongoing	Pupils understand instructions and routines.

Monitoring, Review and Publication

This Accessibility Policy and Plan will:

- Be published on the school website.
- Be monitored annually by the Headteacher and SENDCo.
- Be reported to the Governing Board annually.
- Be formally reviewed every three years.
- Be reviewed earlier if significant accessibility needs arise.

An accessibility audit will inform the next review cycle.

Approval

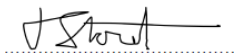
Headteacher:



Peter Phillips

Date: 6.10.25

Chair of Governors:



James Stout

Date: 6.10.25