



# St Luke's CE (Aided) Primary School

## Accessibility plan

This statement was approved: December 2023

This statement will be reviewed: Autumn 2026

Governor Committee responsibility: Finance & General Purposes

St Luke's CE (A) Primary School had a new school building in 2009 which has been designed to meet all DDA requirements and provides an inclusive learning environment for all children. This plan will cover the period 2023 - 2026.

### Increased access to the curriculum for all pupils

Targets	Strategies	When and by Who?	Success Criteria
To ensure that lessons provide opportunities for all pupils to achieve.	<ul style="list-style-type: none"> <li>Lessons address a variety of learning styles and are differentiated appropriately.</li> <li>Children work in a range of ways: individually, in pairs, small groups and whole class</li> <li>ICT is used to support children with specific learning difficulties</li> <li>Specialist equipment is used to support children with specific physical needs</li> <li>Training for staff to support children with additional needs</li> <li>Additional time is requested for appropriate children in Y6 SATs</li> </ul>	<ul style="list-style-type: none"> <li>Sept 2023 onwards—all teaching staff</li> <li>Ongoing—All teaching staff</li> <li>Devolved Capital to be used for additional hardware/software—E-Learning leader.</li> <li>SENCo as and when appropriate (review / TAC meeting)</li> <li>Ongoing identified by SENCo</li> <li>Spring term—AG</li> </ul>	<p>Monitoring &amp; Evaluation procedures show that all children are engaged and able to access the curriculum; evidence of children working in a variety of ways.</p> <p>E-Learning Subject Leader and SENCo to monitor usage.</p> <p>SENCo to monitor; SEN termly reviews.</p> <p>Staff are upskilled and children with additional needs supported with their learning, making progress.</p> <p>All children achieve projected targets and make expected progress.</p>
To ensure that school visits are accessible to all children irrespective of attainment, disability or impairment.	<ul style="list-style-type: none"> <li>Staff undertake thorough research of visit including completing a pre-visit where possible.</li> <li>Complete off-site risk assessment, identifying where additional staff are required so that all children are able to access all school visits.</li> <li>Cost of visits are subsidised by school</li> </ul>	<ul style="list-style-type: none"> <li>Staff, prior to booking of visit</li> <li>Prior to visit, staff complete risk assessment which is approved by EVCs</li> <li>DHT &amp; Finance Officer</li> </ul>	<p>All children within the school participate in the range of visits across the school.</p> <p>Risk Assessments provide evidence of this—identified in specific inclusion section.</p> <p>All children to participate in visits.</p>

Targets	Strategies	When and by Who?	Success Criteria
<p>School Behaviour &amp; SEND policies ensure that the needs of all pupils are met to the best of the school's ability.</p>	<ul style="list-style-type: none"> <li>• Continued development of a range of inclusion strategies involving multi-agencies approaches.</li> <li>• Related policies and procedures are reviewed on a regular basis.</li> <li>• SENCo and Assistant SENCo meet regularly to review policies and procedures, liaising with SEND Link Governor, Leading Pastoral Support Worker and LA Supporting Inclusion team.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing: Nurturing group, Leading Pastoral Support Worker, Counselling, Speech and Language, LA Specialist teacher, Ed Psych in place.</li> <li>• Autumn term—SLT</li> <li>• SENCos meet fortnightly.</li> <li>• SENCos liaise with SEND Link Governor, LA SEN Specialist Teacher and Leading Pastoral Support Worker each term</li> </ul>	<p>Wide range of strategies and support implemented for all children facing inclusion difficulties.</p> <p>Policies and procedures are reviewed and updated</p> <p>Clear channels of communication are in place.</p> <p>Effective systems are implemented for identified children.</p> <p>Interventions reviewed and impact analysed.</p>
<p>To ensure that all children take part in physical activities</p>	<ul style="list-style-type: none"> <li>• PE &amp; Sports Leader to ensure that all PE and Sports are inclusive</li> <li>• PE &amp; Sports Leader identifies appropriate CPD via the Wton Sports Partnership regarding Inclusive PE</li> <li>• PE &amp; Sports Action Plan (which includes Sports Premium Funding &amp; Actions) completed and monitored.</li> <li>• Spare PE and swimming kit/towels kept in school to enable all children participate. Cost of swimming is also subsidised by school.</li> </ul>	<ul style="list-style-type: none"> <li>• PE &amp; Sports Subject Leader undertakes monitoring regularly throughout the year.</li> <li>• As and when appropriate</li> <li>• Subject team meetings (1 x per term) to review action plan.</li> <li>• Finance officer to monitor income</li> <li>• Year group staff monitor swimming attendance</li> </ul>	<p>All children participate in PE &amp; Sports lessons</p> <p>Staff are upskilled regarding Inclusive PE</p> <p>Actions identified are completed. Sports Premium information and overview completed, shared with Governors and published on school website</p> <p>All children from Y2 to Y6 participate in swimming lessons throughout the year (rolling programme in place). All children will learn to swim and learn water safety.</p>

## Improvements in the provision of information for parents/carers of pupils with additional needs

Targets	Strategies	When and by Who?	Success Criteria
<p>To provide information that is accessible and easily understood by all.</p>	<ul style="list-style-type: none"> <li>• School information is written in easily understood language</li> <li>• School staff will support and help parents to access information and complete forms as and where appropriate, arranging for translation where possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing—SLT</li> <li>• HSCLO support</li> <li>• SENCos to organise and run termly workshops for parents of SEND children</li> <li>• School to signpost parents/carers to Wolverhampton Information, Advice &amp; Support Service</li> </ul>	<p>All parents/carers to be able to access school information. This will be monitored by HT/HSCLO via Parents/carers groups feedback &amp; website usage.</p> <p>Open door policy: parents/carers to be fully aware that they can approach school for support and help.</p> <p>Parents/carers are kept fully informed. Feedback from end of year evaluations.</p>
<p>To provide information that is accessible and easily understood by all.</p>	<ul style="list-style-type: none"> <li>• Maintain school notice boards and TV in Reception foyer.</li> <li>• Maintain and further develop the school website and school's Social Media pages which meets accessibility requirements.</li> <li>• Review signage around school</li> </ul>	<ul style="list-style-type: none"> <li>• Text messaging service.</li> <li>• School website information and school Facebook page is regularly updated</li> <li>• Devolved Capital to be used to ensure clear signs / pathways around site</li> </ul>	<p>Parents/carers are kept fully informed</p> <p>School Website and Facebook page is accessible to all users.</p> <p>School site is clearly signposted, parents/carers are aware of locations.</p>