



# Accessibility Plan

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## 1. Aims

Schools are 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

Our 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. As an inclusive special school all students are valued and treated equally regardless of disability.

The 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.

The school supports any available partnerships to develop and implement the plan in line with procedures from Swindon borough council and the White Horse Federation.

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, including 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](#), '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 policy complies with our funding agreement and articles of association.

### 3. Action plan

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

Our academy does not have any students with physical disabilities however we would look to review this plan swiftly if we did.

St. Luke's is a SEMH (Social, Emotional and Mental Health) Special Secondary Academy. Students have disabilities which are not always visible and a wide range of diagnosis including ADHD, ASD, ODD and PTSD.

| <b>Aim</b>   | <b>Current good practice</b><br><i>Include established practice and practice under development</i>   | <b>Objectives</b><br><i>State short, medium and long-term objectives</i>  | <b>Actions to be taken</b>   | <b>Person responsible</b>                | <b>Date to complete actions by</b> | <b>Success criteria</b>  |
|--|--|---|--|--|------------------------------------|--|
| Increase access to the curriculum for pupils with a disability | <p>Our school offers a differentiated curriculum for all students.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability, both visible and not visible.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>Long term- Continue to review the curriculum to ensure it is accessible for all students regardless of disability</p> <p>Medium term-Monitor of planning to ensure curriculum is differentiated and accessible to all</p> <p>Short term-Teachers to plan lessons that all children can access with no barriers to learning and clear differentiation</p> | <p>Planning monitoring</p> <p>Lesson observations</p> <p>Completion of annual reviews for each student</p> | <p>JB</p> <p>TG</p> <p>SP</p> <p>BOB</p> | T2                                 | The curriculum will be accessible to all students regardless of disability |

|  |   |  |  |                                    |           |   |
|--|---|--|--|------------------------------------|-----------|---|
| <p>Improve and maintain access to the physical environment</p>         | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Shelving and tables which can be adapted to be at wheelchair-accessible height</li> </ul> | <p>Long Term-Annual schedule for completion of maintenance within the Academy</p> <p>Medium Term-Upkeep of academy environment in line with schedule prioritised within each holiday period</p> <p>Short term-Daily upkeep and maintenance of academy environment adapted swiftly if student with physical disability started at the academy</p> | <p>Work schedule reviewed</p> <p>Daily reporting of damage to physical environment</p> <p>Maintenance team meetings</p> <p>DDA requirements are to be implemented when new works are undertaken. It is an old building and there will be a massive cost to make in fully compliant. TWHF will endeavor to do what is reasonable and then review the physical environment if we have a student or a member of staff at the school with specific requirements.</p> | <p>JB<br/>Estates team</p>         | <p>T2</p> | <p>The physical environment will be accessible to all regardless of disability</p>                                |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>                 | <p>Long Term-All information will be accessible to all students within an environment that promotes equality</p> <p>Medium Term-Review of resources which will be adapted if a student starts at the academy who has a visual disability or some form of learning disability that needs symbolic</p>   | <p>SEN resources</p> <p>Review of classroom environments and other learning environments within academy</p>  | <p>JB<br/>BOB<br/>Estates team</p> | <p>T2</p> | <p>All students will have information delivered to them on a level they could access regardless of disability</p> |

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|  |  | representation to support learning<br>Short Term-Classroom resources will be adapted where there is an immediate need of one of the students |  |  |  |  |
|--|--|--|--|--|--|--|

## **4. Monitoring arrangements**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal and Local Board of Governors.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Individual students' risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

| Feature           | Description  | Actions to be taken   | Person responsible | Date to complete actions by  |
|-------------------|--|---|--------------------|--|
| Number of storeys | 3<br>No Lift access to upper floors of building.   | If a student with a physical disability started at the academy there would need to be a careful review of their timetable, so all lessons and opportunities are accessed on the lower floor and they were not at an unfair disadvantage from any other student because of their disability.<br><br>DDA requirements are to be implemented when new works are undertaken. TWHF will endeavor to do what is reasonable and then review the physical environment if we have a student or a member of staff at the school with specific requirements. | JB<br>Estates team | To be reviewed as required or when new building works are undertaken |
| Corridor access   | Ensure corridors are not blocked with items that restrict access to staff or pupils with a disability. | Site team to carry out daily monitoring of all main corridor areas to ensure they are clear.  | Estates team       | Daily  |
| Lifts             | 0<br>No Lift access to upper floors of building.   | If a student with a physical disability started at the academy there would need to be a careful review of their timetable, so all lessons and opportunities are accessed on the lower floor and they were not at an unfair disadvantage from any other student because of their disability.<br><br>DDA requirements are to be implemented when new works are undertaken. TWHF will endeavor to do what is reasonable and then review the physical environment if we have a student or a member of staff at the school with specific requirements. | JB<br>Estates team | To be reviewed when new building works are undertaken                |

|              |  |   |  |   |
|--------------|--|---|--|---|
| Parking bays | Ensure disabled parking bays are marked near the main entrance and that they are kept free for staff and visitors as required. | <p>TWHF have not resurfaced the front entrance area and car park. Two disabled parking bays are now positioned near the main entrance to the school.</p> <p>New LED floodlights have been fitted externally to ensure all area leading from parking areas to the main entrance are adequately lit. Lighting checked daily to ensure there are no badly lit areas on routes.</p>   | JB<br>Estates team                           | Completed   |
| Entrances    | Ensure all main entrances allow for disabled access.   | <p>TWHF have not resurfaced the front entrance area with adjustments to the floor finish levels so that the main school entrance and KS3 pupil entrance now have level thresholds.</p> <p>Currently the KS4 entrance still has a stepped access. DDA requirements are to be implemented when new works are undertaken. TWHF will endeavor to do what is reasonable and then review the physical environment if we have a student or a member of staff at the school with specific requirements.</p> | JB<br>Estates team<br><br>JB<br>Estates team | Completed.<br><br>To be reviewed as required or when new building works are undertaken. |
| Ramps        | 7 no.  | <p>If a student with a physical disability started at the academy ramps would need to be placed in the academy on some doorways so areas are accessible to all.</p> <p>4 No. fire exits have a single step down externally from inside. These areas would need to be reviewed if a new staff member or pupil joins the school.</p>  | JB<br>Estates team                           | To be reviewed as required or when new building works are undertaken.                   |
| Toilets      | <p>14 no. total.</p> <p>2 no. located on ground floor, with disabled access and appropriate fixtures and fittings.</p>         | The two toilets that allow for disabled access are located at the main pupil and staff entrances to the school, one is in the reception entrance area and the other is in the KS4 pupil entrance corridor. Review and audit as necessary.   | JB<br>Estates team                           | To be reviewed as required.   |

|                         |  |   |                                 |                             |
|-------------------------|--|---|---------------------------------|-----------------------------|
| Reception area          | 1 main reception entrance.   | Recent resurfacing works have raised floor levels leading up to the main reception entrance, creating a level threshold for the main entrance door. Newly fitted internal and external doors meet regulation requirement for disabled access.   | JB<br>Estates team              | Completed.                  |
| Internal signage        | Review of circulation areas, classroom environments and other learning environments within academy.  | If a student or staff member with a physical disability started at the academy SLT would review signage in and around the circulation areas and classroom environments as needed to ensure that appropriate signage is clearly displayed. Estates team to support as required with installation of signage.   | JB<br>Estates team              | To be reviewed as required. |
| Emergency escape routes | 11 no. fire exits<br>4 no. exits have a single step down externally from inside.<br>Ensure that all disabled pupils can be safely evacuated. | Estates team to ensure all fire escape routes are suitable for all and free from obstruction at all times.<br>Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times.<br>Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils and staff, where and when necessary. | JB<br>All staff<br>Estates team | To be reviewed as required. |