



St. Lucia's
Upton Magna

St. Lucia's CE Primary School and Nursery



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Accessibility Plan (September 2019-September 2022)

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. These same duties have been replicated in the Equality Act 2010 to:

1. Promote equality of opportunity for disabled people: pupils, staff, parents and carers and other people who may visit the school.
2. Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

According to the Act, a 'disabled person is defined as someone who has a physical or mental impairment which has an effect on his/her ability to carry out normal day to day activities'. The effect must be sustained, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act, the plan focuses on three 'key areas':

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan. The plan will be reviewed every three years.

School Aims

At St. Lucia's Primary School and Nursery, we are committed to establishing equality for all pupils, their parents, staff and other visitors to school.

- We foster Christian values including caring, tolerance, respect and forgiveness within our school community and beyond.
- We enable our children to become confident, responsible, independent and highly motivated individuals.
- We promote equal opportunities for all
- We provide children with the knowledge, skills and attitudes to strive for academic excellence
- We support and challenge members of our school community to achieve their full potential.

As part of this plan, we follow the priorities of:

- Providing a safe access throughout the school for all school users
- Ensure that teaching and learning environments and the resources used are suitable for all staff and pupils, tailoring requirements to suit individual needs
- Providing staff training to enable children to enjoy the school experience as fully as possible.

We work within a national framework for educational inclusion provided by:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- SEND Local Offer
- St Lucia's Safeguarding policy and arrangements
- Health and Safety Policy
- Staff related policies

Staff identify, assess and arrange suitable provision for pupils with special educational needs/and or disability. The school work closely with the Woodlands Outreach service, Educational Psychology services, the Shropshire SEND team and other local health professionals. The SENCo and Head teacher manage the funding process where additional top up funding is provided to support individual children with Education and Health Care Plans. The link governor for Special Needs works closely with the staff to provide further support.

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1. Planning Templates 1-3 Starting points

1A: The purpose and direction of the school's plan: vision and values

To provide the best education possible for all children through an interesting, exciting curriculum with high quality care.

1B: Information from pupil data and school audit

The school achieves results which are above the national average. In 2019 the school was in the top 1% nationally for reading at the end of key stage 2. Data has shown an upward improving trend over the past three years.

1C: Views of those consulted during the development of the plan

The school worked closely with the local authority, safer schools coordinator, health and safety governors and parent representation.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Opportunities are supported and carefully planned for on a regular basis for disabled pupils to provide participation.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

There is currently a community project to look at increasing outdoor opportunities. The school uses its Forest School site well within the grounds. Amendments to fencing, steps and toilet access have all been put in place to support disabled children and adults.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

High quality regular support is in place throughout the school to help disabled children. (Visual timetable, Makaton training and SSLIC support have all been accessed and utilised)

3: Making it happen

3A: Management, coordination and implementation

- The planning process -By working with the local authority, close budget planning and organisation, outdoor amendments have been fully made
- Coordination -Mrs SL Woolley Head teacher who works closely in partnership with the Governors
- Other policies and plans -SEND, Health and Safety, Safer Schools, Initiate Hygiene and Safeguarding have all been reviewed

This plan will be reviewed April 2022

3B: Getting hold of the school's plan

This plan is available from the school office or via the school's website. The school is always happy to meet with parents to discuss further information.