

# ST LUKE'S CE PRIMARY SCHOOL DISABILITY EQUALITY AND ACCESS PLAN

April 2022 - April 2025

## 1 Introduction

- 1.1 From 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as in the past, meaning that schools cannot unlawfully discriminate against pupils, parents/carers or staff because of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- 1.2 Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA.
- 1.3 The governing body duties covered by this plan are:
- Not to treat disabled pupils less favourably for a reason related to their disability;
  - To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
  - To plan to increase access to education for disabled pupils.
  - To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
  - To prepare and publish a disability equality scheme and access plan to show how they will meet these duties.
- 1.4 This Disability Equality and Access Plan sets out how the Governing Body will promote equality of opportunity for disabled people and will increase access to education in the three areas required by the DDA planning duties:
- Increasing the extent to which disabled pupils can participate in the school curriculum;
  - Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
  - Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

## 2 Vision and Values (purpose and direction of the Plan)

- 2.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all members of our school community to feel that they are valued.
- 2.2 The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

2.3 This vision is reflected in the school's aims, which underpin all we all do in school:

St Luke's CE Primary School aims to work in partnership with our parents to:

- Strive for excellence and celebrate achievement in all aspects of school life
- Value all individuals through inclusion, tolerance and self-respect
- Reflect the Christian foundation of the school in all that we do
- Provide a creative and relevant curriculum for all, within a safe and stimulating environment
- Foster independence and a love of lifelong learning

2.4 The last bullet point is further exemplified in our L.E.A.R.N. curriculum drivers, which aim to support **all** pupils to become independent learners. We believe that great learners:

Learn for life  
Explore new things  
Ask good questions  
Reflect and improve  
Never give up

### 3 Information Gathering

3.1 The process of establishing just who makes up our disabled population is not easy. Following training with all staff re the Equality Act, information about staff disabilities and their individual needs was collected via questionnaire. 12% of those willing to share the information (91% return rate) declared themselves to have a disability, and some useful comments were made regarding ways in which school could help. These comments have been incorporated into the three-year plan. For employees appointed after this date, this information has been sought at the appointment stage.

3.2 Pupil information and parents' information is collected by questionnaire (*Is Tom disabled?*) as part of the induction visit with Foundation Stage staff, with new families to school in year groups beyond Reception being asked for the information as part of the admissions form.

### 4 Impact Assessment

The SENDCo monitors the following aspects with reference to disabled pupils:

- Attainment
- Progress
- Participation in the curriculum
- Attendance, including exclusion
- Participation in extra-curricular activities

### 5. Promoting Equality

#### 5.1 Promote Equality of Opportunity

This school promotes equality of opportunity for disabled pupils, staff and parents. Our Disability Equality and Access Plan attempts to consider every aspect of the life of the school and take account of the views of disabled pupils, staff and parents in identifying priorities.

The school has an excellent record in terms of participation in extra-curricular activities by disabled pupils and inclusion on school visits, including residential visits.

## 5.2 Eliminate Discrimination

Through the interrogation of data, we aim to eliminate discrimination. Class teachers, supported by our PSA (parent support adviser) carefully monitor:

- pupil attendance and punctuality
- achievement
- exclusions
- participation in extra-curricular activities
- participation in parents' meetings/events

If it is felt that a disability may be the barrier to achievement or participation in any way, parents are contacted to discuss the matter. An example of a reasonable adjustment in this area is the offer of parent-teacher meetings to be held in a parent's home or via a remote platform where they are physically unable to leave the house.

## 5.3 Eliminate Harassment

National statistics reveal that the incidence of reported bullying is far higher amongst the disabled population group. St Luke's takes very seriously any allegations of bullying amongst both pupils and staff, and governors are informed termly of the numbers of such incidents. The school includes on its bullying report form whether the incident is motivated by race, sexual orientation or disability.

## 5.4 Promote Positive Attitudes

St Luke's aims to ensure that the images of disability that it portrays are positive ones. Curriculum content and teaching resources were audited as a starting point and new purchases take account of the need to portray positive images.

## 5.5 Encourage Participation

The school has reviewed all aspects of school life and identified barriers that may limit the participation of disabled people.

One way in which we have encouraged participation is by targeting pupils to attend certain extra-curricular clubs. The target group is invited to join, with other pupils offered places if any remain. Clubs are offered at lunchtime as well as after school to enable a wider range of pupils to participate.

## 5.6 More favourable treatment

It is clearly understood at St Luke's that many of the reasonable adjustments made for disabled pupils may involve more favourable treatment. For example, eating times may be more flexible for diabetics and others, when children without a disability must stick to the published schedule; children with ASC might be offered an indoor activity at breaks/lunchtimes when the noise of the playground is too much for them.

## 6 Increasing Accessibility

### 6.1 Increasing the extent to which disabled pupils can participate in the school curriculum

Information gathering showed our main disabilities to be dyslexia and ASC. Several pupils in each cohort are dyslexic to some degree. Whole staff training and participation in the Dyslexia Friendly Schools initiative helped to set targets in this area. Several pupils are diagnosed with ASC and increased accessibility for these pupils has included the whole-school use of visual timetables and other strategies designed to aid organisational skills. Drop-in advice clinics organised by the SENCO allow staff to bring up concerns about individual pupils and to discuss possible strategies to increase participation.

### 6.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Whilst the school has several suitability issues arising from its increased roll and its old building, the premises are well-adapted for use and accessibility by disabled pupils. Ramps have been put in place, accessible toilet facilities are more than adequate, a fixed hoist is in place in the hygiene room and portable hoists are also available. Recent further improvement made in this area includes additional parking for blue badge holders and tonal contrast painting for railings and entrances and nosing of steps.

### 6.3 Improving the delivery to disabled pupils of information that is provided in writing to pupils who are not disabled.

The school will ensure that disabled pupils, parents and staff have access to the same information as everyone else. Information will be delivered:

- Within a reasonable time
- In a way which takes account of their disability and any preferences they express

Information to pupils includes home learning, worksheets, teacher feedback including marking of work, notices and tests. Information to parents and staff includes news bulletins, minutes of meetings within school, admissions forms and school policies. The majority of information is now sent out electronically, via email, smart phone message or App, allowing parents to access it in a way that is most convenient to them.

Information will be available in a range of different formats according to need. Written teacher feedback will be shared verbally and home learning instructions will be enlarged or audio-recorded if necessary.

## 7 Implementing, Publishing, Reporting and Reviewing the Plan

**7.1** In line with requirements, the school will implement the actions within this scheme within three years.

**7.2** The timescale for implementation can be seen in the planning grids, beginning on p6. These planning grids ensure that the action plan is explicit, with an allocation of lead responsibility for every target and the governors committee that oversees the progress made, enabling it to be accessed as a working document.

- 7.3** Hard copies and electronic versions of the scheme are available from the school office. Tel 01704 872692 or email [admin@slf.sefton.school](mailto:admin@slf.sefton.school) . The plan is also published on the school website [www.stlukes-formby.co.uk](http://www.stlukes-formby.co.uk) under key information / additional needs.
- 7.4** Reviewing and Revising: During the three-year period, the plan is reviewed annually by the governing body and revised if necessary. A full revision takes place every three years.

**Action Plan**

<b>Time Scale</b>	<b>Targets</b>	<b>Strategies</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Success Criteria</b>
By July 2022	Improve the physical environment for physically disabled pupils/staff	Extend flagging and install ramp to access the music room and outdoor library	SITE MANAGER	£2000 approx	Wheelchair users can more easily access these external buildings
By July 2022	Improve access by ensuring safe evacuation of disabled pupils in the case of fire	Improve signage re most expedient wheelchair friendly exits	SITE MANAGER <b>Resources committee</b>	Cost tbc – school budget	All disabled children and staff working with them are safe and confident in the event of a fire

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<b>Annually</b>	Promote positive attitudes	Ensure teaching resources continue to promote positive images of disability	Subject co-ordinators		Resources purchased in each curriculum area portray positive images of disability as well as different family structures and race/cultures. Pupils demonstrate positive attitudes towards disability
<b>Annually</b>	Promote positive attitudes	Ensure images of disabled pupils enjoying and achieving at school continue to be portrayed on the website	DHT	No additional cost	Website will include positive images of disabled pupils. Prospective pupils/parents develop positive attitudes towards disability and better understand the school's ethos of inclusion

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<p><b>Annually</b></p>	<p>Eliminate discrimination</p>	<p>Interrogate data, with specific reference to disabled pupils, parents / carers, in order to monitor:</p> <ul style="list-style-type: none"> <li>• pupil attendance/ punctuality</li> <li>• achievement</li> <li>• exclusions</li> <li>• participation in extra-curricular activities</li> <li>• participation in parents' meetings/ events</li> </ul>	<p>SENDCo</p>	<p>Designated time from SENDCo TLR time (already budgeted)</p>	<p>There will be no significant difference in data related to disabled pupils when compared to non-disabled.</p>
<p><b>Annually</b></p>	<p>Eliminate harrassment</p>	<p>Interrogate bullying allegations with specific reference to disabled pupils/staff and report annually to governors</p>	<p>HT</p>	<p>None</p>	<p>There will be no significant difference in data related to disabled pupils when compared to non-disabled.</p>

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<b>Termly</b>	Monitoring the extent to which pupils with dyslexia and those with ASC participate in the school curriculum	Monitoring to take place to ensure that the strategies implemented via Quality First teaching, Dyslexia Friendly Schools initiative and ASC training are still being consistently applied across school. Training/support given to individual members of staff where issues arise.	SENDCo	Monitoring time for drop-in obs: 1 x half day per term from SENDCo TLR allocation.	Classroom practice consistently reflecting DFS and Autism Friendly strategies. Drop-in observations show that needs are being met.
<b>Annually</b>	Ensure safe evacuation/invacuation of disabled pupils	Put in place Personal Emergency Evacuation Plans for identified pupils	SENDCo	SENDCo TLR allocation.	All disabled children and staff working with them are safe and confident in the event of a fire / other emergency

## REPORT TO GOVERNORS

### **END OF YEAR 1: JUNE 2023**

#### Premises access:

Extend flagging and install ramp to access the music room and outdoor library

Improve signage re most expedient wheelchair friendly exits

PEPS

These have not been made as we currently have no staff/pupils using wheelchairs. However, a portable ramp has been purchased (cost approx £200) that can be used for access if parents/visitors require it.

#### Curriculum access:

Monitoring shows that, in the vast majority of lessons, all pupils are given the opportunity to access the same curriculum, with adjustments made where appropriate, eg breaking tasks down into smaller chunks, alternative methods of recording, pre- and post-tutoring. Where this is not the case, staff support is given.

#### Promoting positive attitudes:

Website continues to be monitored for positive images of pupils with disabilities; similarly, all new resources purchased are vetted to ensure positive images

#### Eliminating harassment:

No significant differences in data for bullying (incidents of any bullying are rare anyway) or take up of extra-curricular activities. This will continue to be monitored as more clubs get up and running following the "return to normal" after the pandemic. Exclusions are also rare at St Luke's, although the one pupil excluded this year (two separate incidents) does have a recognised disability.

Where attendance of those with SEND is lower than non-SEND, this is due to medical needs and absence due to medical appointments.

#### Other:

Two members of staff have been supported via Access to Work grants (DWP), subsidised by school, in order to remove barriers to working due to disabilities. This is in the form of specialist IT equipment, rise/fall desks; bespoke seating; access to counselling.

Additional personal risk assessments were carried out and measures put in place to enable pupils with SEND to attend our three residential visits.

**END OF YEAR 2: JUNE 2024**

Premises access: see above June 2022 – no further action taken

Curriculum access: as above, plus purchase of standing desks to support pupils with ADHD and others; curriculum access for those with SEND praised by Ofsted in March 2024: "The school identifies pupils with SEND quickly and accurately. It ensures that staff make subtle but important changes to their delivery of subject curriculums to match pupils' needs. As a result, pupils with SEND love school and progress well through the curriculum".

Promoting positive attitudes:

Website continues to be monitored for positive images of pupils with disabilities; similarly, all new resources purchased are vetted to ensure positive images, e.g. recent purchase of books.

Eliminating harassment:

As above - no significant differences in data for bullying (incidents of any bullying are rare anyway) or take up of extra-curricular activities. Exclusions are also rare at St Luke's, although the one pupil permanently excluded this year (after three suspensions) does have a recognised disability.

Where attendance of those with SEND is lower than non-SEND, this is due to medical needs and absence due to medical appointments. This continues to be monitored rigorously.

**END OF YEAR 3: JUNE 2025**