



Access Plan for St Luke's Halsall School (from 2025 to 2026)

Overview

Under the provisions of the Equality Act 2010* this school recognises the need to provide adequate resources for implementing an accessibility plan and we will ensure that the plan reflects our Disability, SEN and Equality Policies. In line with those policies we will take the necessary steps to ensure that every young person, their families and also employees are given equality of opportunity to develop socially, work, participate and learn and to enjoy community life.

Objectives

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

Strategy:

1. The school will identify the nature of the school population including pupils already in school and moving through it and the nature of the future intake using advance information from pre-school/primary school etc.
2. The school will audit the school's strengths and weaknesses in working with disabled pupils and include the level of staff awareness of Equalities legislation and areas of the curriculum to which disabled pupils might have limited or no access.
3. The school will review the opportunities for the participation of disabled pupils in after school clubs and school visits.
4. The school will review the building and identify parts of the school to which disabled pupils have no or limited access.
5. The school will consider the impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines and the physical environment of the school.
6. The school will review the ways in which information is currently provided for disabled pupils.
7. The school will report its findings to key stakeholders without breaching confidentiality.
8. The plan will be informed by the views and aspirations of disabled pupils themselves, their families and the priorities of the local authority

Overview - The plan:

The access plan will be very specific to this school based on the information gathered and consultation results. The plan will address the three areas of improving access to

1. The physical environment
2. Education, benefits, facilities and services
3. Information usually provided in written form

The plan will set out strategies for
Funding, monitoring, evaluating and reviewing the plan

**Equality Act 2010 Schedule 10 'Accessibility for disabled pupils'*

Audit:

The school will use the following audit to assess its strengths and areas for development and then to plan the changes that it needs to make

Part 1: Physical environment**a. Toilet, Changing and Personal Care Facilities**

1. There is an accessible toilet facility that is large enough to accommodate a toilet and washbasin, bed, hoist and space for a child, wheelchair and up to two adults. While we do not currently have a bed or hoist, we are aware that our anticipatory duty will require us to fit one should a pupil or staff member with disabilities attend our school.
2. We have private and well-equipped areas for personal care. There is space for a child, wheelchair and up to two adults. School is carrying out a feasibility study for showering facilities.
3. There is a toilet that is slightly larger than average with handrails.
4. There are rooms where necessary treatment and therapy can be carried out in private: small private room by entrance, meeting room, drama room.
5. Job descriptions for new support staff will ensure that meeting the medical needs of disabled pupils is included.
6. There is a policy and strategy for the safe keeping and administration of medicines.
7. There are known emergency response strategies in case of a medical emergency and staff are adequately trained in first aid in line with the statutory requirements. Lists of children with medical need will be available to all staff who come in contact them.
8. Are urgent contact lists up to date and accessible in an emergency.

b. Physical Accessibility:

1. We have an accessible site and access round the school is good.
2. There are allocated parking spaces for the parents of disabled pupils and we attempt to ensure that the space is not used inappropriately, or blocked by other vehicles.
3. The access into school from the parking space is level with no obstacles.
4. School is aware of support available from external agencies.

Part 2: Access to the curriculum and learning:

1. All areas of the curriculum are available to pupils wherever possible, regardless of their disability.
2. Where an activity cannot be made accessible or would be inappropriate, an alternative activity is planned for.
3. When we plan to improve access to the curriculum we identify any reasonable adjustments needed to offer an equality of opportunity.
4. We aim to offer and plan specific staff training which will improve access to the curriculum to overcome the impairments of our disabled pupils.
5. We are planning contingency funds for purchasing specialist equipment that will increase access to the curriculum for disabled pupils e.g. plans to purchase more books with large print, writing slopes and pencil grips, or adjustable desks and chairs, as the need arises.
6. During our monitoring evaluation and review strategy for classroom observation we review of the participation of disabled pupils during lessons and use observations to inform future developments in inclusion.

7. Access to school visits can be problematic for some disabled pupils. We keep the school's visits policy under review and use accessible venues and transport providers.
8. The school minibus is not accessible for wheelchair users and alternative provision will be made for pupils in consultation with parents.
9. The needs of pupils with hearing and visual impairment considered in line with our anticipatory duty.

Part 3: Access to written information

- There are plans in place to investigate and provide symbol software to support learners with reading difficulties and to increase staff awareness of font size and page layouts to support pupils with visual impairments in line with our anticipatory duty.
- The signage around the school will be audited to ensure that is accessible to all.

NB

The definition of disability under the law is a wide one.

- A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.
- The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.
- If a person has been disabled in the past (for example, cancer re-coverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.