



## St. Luke's Catholic Primary School

### Accessibility Plan

<b>Academic Year</b>	<b>Designated Senior Person</b>	<b>Deputy Designated Senior Person</b>	<b>Nominated Governor</b>	<b>Chair of Governors</b>
2016/17	E Murtagh	M Grealis		Pauline Stitt

### Policy Review Dates

<b>Review Date</b>	<b>Changes made</b>	<b>By whom</b>	<b>Date shared with staff</b>
Feb 2018			



## **St. Luke's Catholic Primary** **Accessibility Plan**

### Mission Statement

As God's family we learn, love and laugh.  
Together: Love one another, forgive one another  
Work together, play together,  
Worship together, be happy together.

In our commitment to being a fully inclusive school and a welcoming Catholic family community, at St. Luke's Catholic Primary School we will take reasonable measures to ensure that all children, staff, parents and visitors to our school are not discriminated against or treated less favourably than others. Regardless of disability, special educational needs, medical conditions or any other issues that may give rise to a barrier to learning or accessing school life, we care for and treat each other equally with respect and love.

The Equality Act (2010) defines a disabled person as someone who has: "a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities." We strive to be compliant with the Equality Act (2010) Chapter 2 section 20, and recognise our duty:

- "not to treat disabled pupils less favourably for reasons 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."

At St. Luke's Catholic Primary School, we extend this duty of equality to cover the needs and disabilities of staff, parents and visitors to the school. We also extend our duty of equality to cover children, staff, parents or visitors with special educational needs (SEN), medical conditions and any other factors that may pose a barrier to learning or accessing school life.

This plan outlines the means by which our school is accessible to all individuals associated with the school. If you have a specific query regarding the accessibility of our school which is not answered by this plan, please contact the Headteacher on 01244 981290 or email at [admin@stlukes.cheshire.sch.uk](mailto:admin@stlukes.cheshire.sch.uk)

### **Access to the Physical Environment**

St. Luke's Catholic Primary School is on a single-level site, with wheelchair access points to allow entry in all parts of the school building a ramp with hand rails is provided off the main playground to gain entry to the main corridor from which the majority of classrooms are located, it also provides access to the school hall. Alternatively access through the main entrance where automatic doors are provided allowing ease of access. There are toilet facilities with handrails for both adult and child users.

At St. Luke's Catholic Primary School, we will prepared to make reasonable adjustments to allow the building and surroundings to be more accessible to individuals with SEN and/or disabilities. We take recommendations and advice from CWAC SEN Advisory Service (SENAS) regarding matters of accessibility for individuals, and ensure that we are fully compliant with the latest Disability Discrimination Acts.

### **Access to the Curriculum**

At St. Luke's Catholic Primary School, our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. As an inclusive school, all our teachers understand the importance of matching the curriculum according to the needs of every child in their class, regardless of SEN or disability. Our teachers plan engaging lessons with all pupils in mind, with a differentiated range of learning activities that account for different learning styles and abilities in the classroom. The curriculum is adapted, as required, as is the learning environment.

### **Access to Physical activities, off site visits and the wider life of the school**

St. Luke's Catholic Primary School is a fully inclusive school and all children are therefore involved in all aspects of school life, including sporting/physical activities and off-site visits, regardless of SEN, disability, medical conditions or any other factors that might cause a barrier to their participation in the wider life of the school. We will make reasonable adjustments to enable that all children can access all aspects of school life and participate in all visits and activities in relation to individual needs.

The provision that is made for children so that they can access physical activities and off-site visits depends very much on the specific needs of the child and the activity in question. When planning an off-site visit, class teachers account for the needs of every child in their class, particularly those with SEN, disabilities and medical conditions and arrangements are made to cater for their needs in relation to transport, access to medication, adjustments to activities and the support provided during residential trips.

If a child has specific medical needs that are addressed in an Individual Healthcare Plan (IHP), then the class teacher will where appropriate, endeavour to discuss the best way to meet these needs with the child's parents when planning a visit (along with the SENCO or Headteacher, if necessary). It is also important to gauge the views of the child in question when planning physical activities and off-site visits, as we do not wish to unwittingly cause any embarrassment that might be caused by making special adjustments for them.

All children at our school are encouraged to involve themselves in the range of extra-curricular activities that we offer, including after-school football, netball and lunchtime activities such as our knitting, choir, French and Science clubs. All children are welcome at any of our extra-curricular activities and will not be refused access to an extra-curricular club or be disadvantaged due to disability, medical condition or SEN.

### **Access for Pupils with Medical Conditions (including Personal & Intimate Care)**

Any child with a long-term medical condition who may require personal care or administration of medicines at school will have their needs met through the implementation of an Individual Healthcare Plan (IHP). An IHP is written collaboratively with; the child's parents, the child themselves (as appropriate), relevant school staff, the school nurse and the appropriate healthcare professionals. This ensures that all children with medical needs are having their needs fully met within school, in a way that is supported by the child's parents and as recommended by healthcare professionals, and outlines any emergency procedures. For more information on how we support pupils with medical conditions, please refer to our policy "Managing Medical Conditions & Medicines" (in the Policies section of our school website).

At St. Luke's Catholic Primary School, we are agreeable to administering medicines on the school premises (or off-site in the case of a planned school visit), when it has been prescribed by a health care professional (i.e. Doctor or Nurse Prescriber). This medication must be clearly labelled with the child's

name and details of the dosage etc. The exception to this would be when a parent/Guardian has advised that paracetamol or ibuprofen is needed for their child in school as this is given four times a day. Whether a medicine has been prescribed for a child or is non-prescription medication, it will only be administered if it meets the conditions outlined in our policy and with written parental consent. For more information on the administration of medicines in our school, please refer to our policy "Supporting Children with Medical Conditions Policy" (in the Policies section of our school website). A copy of our parental consent form for administering medicines can also be downloaded from the school website.

We will provide personal and intimate care to children in school who have an existing medical condition, in accordance with agreed procedures on the child's Individual Healthcare Plan (IHP). By creating an IHP for pupils with personal and intimate care needs, the nature and specifics of the care is agreed by the child's parents, relevant school staff, and any relevant healthcare professionals, ensuring transparency and clarification on exactly how to provide care for the child in question.

For children who may require personal or intimate care who do not have an IHP in place for an existing medical condition, we have a duty to provide the necessary care (e.g. following a toileting accident or if a child is unwell). It is essential that when personal/intimate care is required that the child is consenting and feels safe and comfortable to receive care. Intimate care must also sensitively maintain the dignity of the child, protect both the staff member and child from intrusion and abuse (protect the rights of everyone involved) and encourage the child to care for themselves as much as they are able.

### **Access for Pupils, Parents, Staff or Visitors with Sensory Impairments**

As a fully inclusive school, we will make any reasonable adjustments for any pupils, parents, staff or visitors to our school with a sensory impairment (e.g. visual or auditory difficulties). If a child experiences such difficulties, we will work with CWAC Sensory Impairment team to ensure we are doing everything we can for the child.

We will similarly accommodate the needs of any parents, staff or visitors with sensory impairments. We encourage any adults involved with the school with a sensory impairment to discuss this confidentially with the Headteacher, so that special arrangements can be put into place to accommodate the needs of the individual, e.g. provision of school correspondence in a larger font or on buff-coloured paper.

### **Access for those for whom English is not their First Language**

Although we would not consider pupils to have a special educational need (SEN) if English is not their first language, we would ensure that special provision is put into place for these children so that they are more able to access the school curriculum and improve their English skills (both orally and on-paper). We go to great efforts to integrate pupils for whom English is not their first language into our school community both academically and socially, as we respect that it can be a daunting prospect to join a school if not familiar with the language used.

Parents for whom English is not their first language who may encounter communication difficulties at school are invited to bring their own interpreter from home (usually a family member or the child themselves) to aid their understanding when meeting with school staff. If parents are unable to arrange their own interpreter, we would look to our school staff initially to aid with interpretation, or contact the local authority to provide an interpreter.

### **Other Access Issues Relating to Parents or Visitors**

If a parent or visitor to the school has learning difficulties themselves, we would encourage the adult in question to raise the issue with the Headteacher, who would sensitively pass on the information to any staff on a "need to know" basis. In doing so, this could prevent any undue embarrassment on the part of the adult in question or any staff that you may encounter in school. As a welcoming school, we are happy to make special arrangements for any parents with disabilities or learning difficulties, e.g. for a parent with literacy difficulties, we would verbally impart information to them or talk through any correspondence that is intended for them.

### **For more information relating to accessibility please contact**

**Headteacher: Miss E Murtagh**

**SENCO: Mrs M Grealis**

**Contact school office on 01244 981290/ [admin@stlukes.cheshire.sch.uk](mailto:admin@stlukes.cheshire.sch.uk)**