Accessibility Plan



St Luke's CoE Primary School

Our Vision:

Love God. Love your neighbour as yourself: Be the Good Samaritan. Luke 10. 25-37

Inspired by Jesus' parable of the Good Samaritan, we live out our love for God through collective worship and meaningful opportunities for spiritual growth. Rooted in God's unconditional love, we treat everyone with respect and compassion, nurturing a safe, loving, inclusive school where everyone belongs. Learning together, we flourish and reach our full potential. We empower each other to make positive change for the community we share.

At St Luke's, we **Love, Include, Flourish**, and **Empower** – our **L.I.F.E.** principles.

Approved by:	Tom O'Donnell	**Date:**	30/09/25
Last reviewed on:	30/09/25		
Next review due by:	30/09/27		

1. Aims

Schools are required under the Equality Act 2010 ('the Equality Act') 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.

At St Luke's, inclusion is the responsibility of the whole school community. While a senior leader oversees inclusion and ensures a strategic approach, every member of staff shares responsibility for making adaptations and removing barriers so that all children can access learning and flourish. Inspired by the Good Samaritan, we are committed to treating each individual with compassion, respect and care. Our L.I.F.E. principles – Love, Include, Flourish, Empower – remind us that inclusion is lived out in daily practice, not delegated to one person.

We celebrate diversity, encourage pupils to contribute positively to the school and wider community, and equip them to challenge inequality. By living out the values of the Good Samaritan, we ensure our school community is inclusive, outward-looking, and committed to helping every child reach their God-given potential.

This 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, including understanding disability issues.

The school actively supports partnerships to develop and implement our accessibility plan. We work closely with Islington Local Authority, the Trust, and our federation procedures to ensure alignment with local and national expectations. We also draw on the expertise of specialist partners such as Bridge Outreach and New River, as well as our SEND colleagues in Islington and the SEND departments, to strengthen provision and ensure our practice remains of the highest quality.

Our commitment is supported by government investment in high needs, including both capital spend and targeted funding, which allows us to further enhance our provision and ensure resources meet the needs of all pupils. We remain responsive to national developments, including the forthcoming White Paper on SEND, ensuring our approach reflects best practice and evolving statutory requirements.

Through this collective commitment and collaboration, we ensure that every child at St Luke's is valued, included, and empowered to flourish.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and carers, staff, governors, the Senior Leadership Team, and the premises manager. Their contributions ensure that our plan is collaborative, inclusive, and reflective of the needs and aspirations of our whole school community

2. Legislation and guidance

This document meets the requirements of Sschedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under Schedule 1 paragraph 2 of the Equality Act , '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.

Under the Equality Act schools are required to make 'reasonable adjustments' for a disabled pupil , to avoid any substantial disadvantage that the pupil faces in comparison with non-disabled pupils.

Further information is contained in the Federation's Equality, Diversity and Inclusion Policy.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act. The information set out in the column of 'current good practice' has been informed by termly learning reviews and target setting meetings carried out.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculumm and residential expereinces for pupils with a disability	Adaptations are starting to be made to the curriculum for those with more complex needs Personalised learning pathways and a graduated approach is in place and short term targets are in place for those on our SEND register. Targeted interventions are in place in EYFS, KS1 and for our lowest 10% of readers in KS2. Curriculum includes diverse representation of people with disabilities.	Short-term: Ensure all staff receive CPD on inclusive classroom strategies. Staff trained in inclusive pedagogy through either Universal Design Principles of EEF (See Islington mass training brochure) Medium-term: Embed adaptive technologies and differentiated resources across all subjects. Long-term: Regularly review curriculum to ensure inclusive representation and equal access.	Deliver CPD on inclusive teaching and SEND strategies. Audit curriculum resources and embed adaptive technology. Set up learning walks and curriculum reviews involving SENDCo, subject leaders and members of SLT	SENDCo, Teaching and Learning Advisor. SLT, Headteacher, Class teachers, Support staff.	Ongoing – annual cycle, first review July 2026	All pupils, including those with SEND, make at least expected progress. Staff demonstrate confidence in inclusive teaching. Pupil voice indicates high levels of engagement and belonging.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	School buildings adapted as needed: Temporary ramps installed as needed in support of wheelchair access (see case study for 2023-2024) Wide corridors-meet disability requirements. Accessible toilets with a shower Designated disabled visitor parking bays. Classroom layouts reviewed to maximise access and engagement. Regular site inspections which take into account H and S and accessibility led by LDBS and LBI	Short-term: Ensure capital projects prioritise inclusive design. Medium-term: Improve signage and wayfinding for visually impaired pupils. Long-term: Achieve full physical accessibility across the school site, ensuring that all learning spaces, social areas, and outdoor facilities are designed or adapted to meet the needs of pupils with a wide range of disabilities.	External contractor to submit proposals for inclusive design in key areas. Meet with LBI to establish capital works plan for inclusive design. Upgrade signage to high-contrast, tactile formats. Budget planning includes accessibility considerations for refurbishments.	Local Authority, SENDCo, Headteacher, Site Manager, Governing Body	Review at the end of the Autumn term-build into strategic plan linked to new Ofsted framework.	Physical environment continues to meet needs of all pupils. Pupils and families report improved access. No barriers to attendance or participation identified in annual reviews.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Information provided through a range of accessible formats: large print, communication in print, visual lanyards) Scanning pens integrated in KS2 in support children with dyslexia or a pronounced cognition or learning need. Strong CPD and teacher development focus on scaffolding, modelling and retrieval practice led by our teaching and learning advisor.	**Short-term:** Ensure all teaching, learning materials, are provided in accessible formats (e.g. clear fonts, plain language, supportive visuals, and alternative formats where needed), in line with EEF recommendations on reducing barriers to learning. Medium-term: Train staff in use of accessible communication tools. Long-term: Embed inclusive communication strategy across the school.	Audit current communication methods and identify gaps. Provide accessible versions of letters, newsletters and reports. Deliver staff training on inclusive communication and assistive technologies.	SENDCo, Teaching and Learning Advisor, SLT Class Teachers, Support staff	Summer 2026 (review annually)	Teaching and learning materials are consistently available in accessible formats, and pupils can engage with them independently. All staff are trained and confidently use accessible communication tools in lessons and school communications. An inclusive communication strategy is fully embedded across the school, evident in everyday practice and valued by pupils, staff, and families.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and the Curriculum, Performance and Standards Committee.

5. Links with other policies

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

- The Federation's Equality, Diversity and Inclusion Policy
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

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