

# **St Luke's Church of England Primary School**

## **Accessibility Policy**

Policy produced by the school

Adopted by governors-Academic year 2019/20

Review date- Academic year 2020/21

## **Access to education for pupils with medical needs**

### **What is the purpose of this policy?**

The purpose of this policy is to describe how St Luke's School will ensure that children with medical needs have access to a good quality and appropriate education and medical assistance. This is in accordance with advice published by the Department for Education (DfE) on how schools are expected to support children too ill to attend school.

It states: "all pupils should continue to have access to education when they are ill or are unable to attend school for other medical reasons".

### **Aim**

All pupils should continue to have access to as much education as their medical condition allows so that they are able to maintain the momentum of their education and achieve their full potential.

### **Who leads on this policy?**

It is a requirement that each school has a named person who leads on the implementation of the policy for children with medical needs. At St Luke's the two named people are Mr Evans, head of school and Miss Morbi, assistant headteacher

### **What is the definition of children with medical needs?**

All children are likely to be absent from school occasionally. This policy also includes children who have serious illnesses that are likely to prevent attendance at school for long periods of time and may well involve repeated periods of absence. It is also likely that such children will also spend time in a hospital. This applies equally to all those pupils who are unable to attend school due to Medical needs might be because of:

- Illness
- Injury
- Clinically defined mental health problems
- Ongoing medical conditions

In this policy this group of children is described as Category 1.

However, the policy also describes what will happen when otherwise healthy children are absent for more than five consecutive school days. In this policy this group of children are described as Category 2.

### **What will be the provision for children defined as Category 1?**

The Inclusion Manager will maintain a list of children who are defined as falling into Category 1. Education for pupils who are unable to attend St Luke's School because of medical needs will be provided for in a variety of ways with close liaison between the Education Welfare Officer (EWO) the identified service and the school to ensure as minimal amount of disruption to the child's education is achieved as appropriate to the medical condition. The nature of the provision must be responsive to the demands of what can be a changing medical status:

- Provision of hospital schooling
- Provision of home tuition
- Integrated hospital/home tuition service

### **Local Authority Responsibility:**

Local Authorities need to ensure that pupils are not at home without access to education for more than 15 working days

Pupils educated at home should receive a **minimum** entitlement of 5 hours teaching per week.

### **School Action:**

The role of the named person is to facilitate communication and attend reviews as necessary.

In the event that a pupil is absent from school for 15 days or less due to medical needs and this is not a pattern recurring illness the following strategy will be implemented:

- Liaise with the child's parents to provide the child with homework as soon as they become able to cope with it.
- Where appropriate, use will be made of IT to send work to a child's home.

(However, where the absence relates to a chronic condition, the LA should ensure that the child is provided with education as soon as they are able to benefit from it)

In the event that a pupil is absent from school for 15 days or more due to medical need, the following strategy will be implemented:

The named person will :

- make contact with family and ensure that the pupils' parents' views are taken into account in supporting the child's educational needs
- inform the EWO if the pupil is likely to be away from school for more than 15 working days
- in liaison with the relevant class teacher, provide the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work, including curriculum plans, within 5 working days (N.B. permission from parents must always be obtained before medical information is sought)
- be active in monitoring of progress and in the re-integration into school, liaising with other agencies as necessary
- ensure that pupils and their families are kept informed about school like as appropriate
- encourage and facilitate liaison with peers, for example through visits, videos, cards, etc. (if parent and pupil are in agreement with this)
- to ensure procedures are in place to facilitate access to public examinations as necessary

### **Monitoring:**

Regular analysis of absences including medical absence (fortnightly) will be used to develop regular monitoring of pupils with medical needs including those referred to home and hospital teaching services. A letter from the child's consultant or paediatrician should accompany a request for home tuition.

A pupil who is unable to attend school because of medical needs must not be removed from the school register without parental consent, even during long periods of ill health.

A medical diagnosis does not necessarily imply that a pupil has SEN/D. However, it is possible that a medical condition may increase the likelihood that a pupil has a significantly greater learning difficulty than their peers.

We recognize that pupils with progressive or degenerative medical conditions may require special consideration with educational support or intervention

### **What will be the provision for children defined as Category 2?**

If it becomes apparent that a child's absence is likely to exceed 5 days, or has already exceeded 5 days, the INCO should be informed. A decision on provision appropriate to a child's medical needs will then be made on an individual basis. It may be necessary to write a IEP (Individual education plan). In most cases this will not be necessary and an offer will be made to parents to have a meeting with the class teacher who will provide appropriate work.

### **What is the policy on asthma?**

Children who suffer with asthma need to be able to gain quick access to their inhalers (or spacers in the cases of some younger children). Parents sign a form to acknowledge that an inhaler has been provided. Shana Hamilton is the lead welfare officer who ensures that inhalers are taken on off-site visits.

Medications will be stored in the medical room and the classroom and children will come into the medical room when they require their medication.

Teachers have a major role to play in the good management of asthma when children are undertaking sports and physical activities.

### **What is the policy on the administration of medicines?**

Legally schools are not compelled to administer medication to children because of the risks involved and possible legal consequences. However, it is the school policy to assist children and parents by administering medicines in school time if the child suffers from asthma and or hay-fever. Parents can come on site to administer other medication, e.g. Antibiotics but this has to be done in consultation with the school.

### **The administration of Epi-pens**

The purpose of this section of the policy is to describe to parent, governors, and staff the measures taken by the school to protect those children who may need to receive the administration of an epi-pen. This policy only describes in outline the causes and symptoms of anaphylaxis. Staff have all received detailed training from the school nurse.

**What is anaphylaxis?**

Anaphylaxis can be triggered by foods (nuts, shellfish, dairy products) or non-foods (wasp and bee stings, certain medicines, even exercise). The symptoms of anaphylaxis can be identified by effects on the respiratory system, cardiovascular system, gastrointestinal system, skin, nervous system, genitourinary system. In the event of an attack it is important to administer an epi-pen as soon as possible and then call 999 for an ambulance.

**Staff training on how to administer an Epi-pen?**

All members of staff have been trained by the school nurse about anaphylaxis and the administration of epi-pens. The lead welfare officer who ensures that epi-pens are taken on off-site visits.

**How will I know which children might need an Epi-pen?**

At the beginning of each year and when new children enter the school a photograph of children who need an epi-pen will be displayed in the medical room, the headteachers' office and the school kitchen.

**Where are Epi-pens stored?**

After receiving advice from the school nurse it has been agreed that each child should have two epi-pens in school, one stored in the classroom, and the other in the medical room. Each epi-pen is stored in a plastic wallet that also contains the name of the child.

## **Accessibility for users with disabilities**

At St. Luke's CE Primary School we are committed to ensuring the building is accessible to all users. We are also committed to ensuring accessibility of information for all users and to ensuring all pupils are able to access the curriculum and participate fully in school life. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

St Lukes is a Christian School founded on the love of God expressed in Jesus Christ. We seek to provide education in a caring Christian environment.

Under the **Equality Act 2010** a person is considered **disabled** if he/she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his/her ability to do normal daily activities. We welcome our duties under the Equality Act to ensure the physical environment, the curriculum and written information is accessible to pupils, parents and other users who may be disabled.

The school will support the LA and other supporting partnerships to help develop and implement the plan.

## Current in school access

	Description
Number of storeys	There are 4 storeys with access to each floor via stairs.
Lifts	There are no lifts in the building. Wheelchair users are able to access all areas on the ground floor only.
Corridor access	The corridors on the ground floor are wide enough to accommodate a wheelchair
Entrances	The entrance is wide enough to accommodate a wheelchair
Ramps	There are two ramps on the ground floor going into the hall from the entrance and going out of the hall towards team 1 classroom.
Toilets	There is a disabled toilet which could accommodate a wheelchair with rails and a pull cord.
Reception area	This is accessible to wheelchair users
Internal signage	There are fire signage and signage for emergency exits
Emergency escape routes	All emergency escape routes are signed There are fire exit signs at all fire exits Fire doors also have signs



## Accessibility Plan

The aims of our accessibility policy are:

- Access to the curriculum for all pupils and to ensure all pupils and staff can participate fully in school life
- Access to the physical environment
- Delivery of written information to pupils

<b>Key priority</b>	<b>Current provision</b>
Access to the curriculum for all pupils and to ensure all pupils and staff can participate fully in school life	Differentiation in lessons Signing around the school Well established interventions to support literacy and numeracy Use of work stations for pupils with ASD Visual prompts in classrooms to support learning and behavior Resources to support pupils with OT needs Learning Mentor Outreach therapist Rearranged position of classroom to accommodate pupil who would have difficulty with stairs Ensure parent of one child is informed of trips and outings and is able to drive her child to various places so the child can participate in all trips and outings

	Accommodate a member of staff who would have difficulty with stairs or working with very young children Use of adult support
Access to the physical environment	Disabled toilet with bars and pull cord Wide doors which would accommodate wheelchair ramps
Delivery of written information to pupils	Coloured sheets to support pupils with dyslexia Enlarged print for visually impaired pupils