

St Joseph's Catholic Primary School



Accessibility plan

2021 – 2024

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1. Aims

Schools are required under the Equality Act 2010 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.

The community of St Joseph's School follows the example of Christ, accepting and respecting everyone as we learn and grow together, safe in His love.

The 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 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The school will seek advice from the local authority, Diocese as and when necessary.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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, staff and governors of the school.

2. Legislation and guidance

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

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Access to the Curriculum	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an adaptive curriculum for all pupils.</p> <p>We make reasonable adjustments by using resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Liaison with specialist agencies to support staff and pupils</p>	<p>Pupils with disabilities can access the day to day and the wider curriculum</p> <p>Resources are reviewed regularly to ensure they meet the needs of all</p> <p>All visits are planned to ensure, where reasonable, the participation of all our pupils</p>	<p>Appropriate training as necessary</p> <p>Resources updated to meet the needs of the pupils</p> <p>Ensure venues and means of transport are vetted for suitability.</p>	<p>All staff</p> <p>All Teaching staff H&S Lead</p>	<p>Ongoing</p> <p>ongoing</p>	<p>No pupil is disadvantaged</p> <p>Pupils are able to access all school trips and take part in a range of activities</p>

<p>To liaise with pre-school providers to prepare for the new intake of pupils into EYFS each year</p> <p>To liaise with previous settings to prepare for new pupils who start mid-year</p>	<p>Good links established with pre-school providers. EYFS staff visit providers to obtain information</p> <p>SENCO attends pupil transfer meetings</p>	<p>To identify pupils who may need adapted or additional provision</p>	<p>Visit pre-school settings</p> <p>Visit previous settings</p>	<p>EYFS Lead/ SENCO</p> <p>Class Teacher/ SENCO</p>	<p>September</p> <p>Ongoing</p>	<p>Provision in place for when pupil starts school</p>
<p>Enhance children's awareness of diversity e.g. cultural and awareness of disabilities through workshops delivered throughout the year.</p>	<p>Assemblies to enhance children's knowledge of diversity using varied methods including art, drama, visual aids and displays.</p>	<p>To ensure all pupils recognize the uniqueness of every individual</p>	<p>Activities to enhance awareness built into the curriculum through assemblies and external visitors</p>	<p>All staff</p>	<p>On going</p>	<p>Pupils aware and appreciate that every individual is unique and valued.</p>
<p>Additional outside learning/calming space to self-regulate</p>	<p>Children are able to re-align emotions and return to class</p> <p>Children receiving ELSA have a welcoming space</p>	<p>SEMH is improved in class</p>	<p>Staff receive training on techniques to help emotional regulation</p>	<p>Teaching and Support staff</p>	<p>On going</p>	<p>Pupils build resilience and are better able to self-regulate</p>
<p>To ensure that technology such as iPads and laptops are used to support the learning of targeted pupils</p>	<p>Effective use of technology to enhance the curriculum and offer extra support for targeted children</p>	<p>Resources renewed as and when needed to adapt to our pupils needs</p>	<p>Training as necessary. Targeted programmes purchased are linked with the curriculum</p>	<p>Inclusion Lead All Teaching staff</p>	<p>on-going as software develops and children's needs change.</p>	<p>Technology is being used efficiently and where possible its use noted on individual IEP'</p>

Access to the environment	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted and reasonable adjustments made to the needs of pupils, staff, parents, visitors and Governors as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Disabled toilets and changing facilities • Make a parking facility available to Blue Badge Holders where able 	<p>School will take account of the needs of pupils with physical and sensory needs when planning/undertaking future improvements of the site</p> <p>No visitor is disadvantaged because of a disability</p>	<p>Adopt a proactive approach to identify the access requirements of parents and make reasonable adjustments where possible</p>	<p>SLT/Business Officer/Site Manager/ Governors</p>	<p>Ongoing</p>	<p>Evidence that appropriate considerations have been made wherever physical school improvements have been made</p>
<p>To ensure TAs and teachers receive appropriate training on medical needs of children including epi-pen</p> <p>Training to include Autism, ADHD</p>	<p>Training provided by school nurse annually.</p> <p>Training delivered by an external provider</p>	<p>All staff have relevant training. Educational Health Care Plans in place and reviewed annually</p>	<p>Annual training organized for children with medical conditions</p>	<p>SENCO</p>	<p>Annually</p>	<p>Clear working practices are embedded. Staff are confident in dealing with an emergency should it arise.</p>

Aim Information	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability including parents and visitors	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Access arrangements for statutory assessment • Internal signage • Large print resources • Braille • PECS • Pictorial or symbolic representations 	No pupil/parent/visitor is disadvantaged because of their disability	Regular audit of provision	All staff	Ongoing	Evidence that appropriate adjustments have been made
Establish and maintain close liaison with parents	Good links established school has an open-door policy for parents.	To ensure collaboration information sharing between school and home	Regular meetings to share information	SLT All staff	Ongoing	Clear collaborative working approaches through regular meetings
Establish and maintain close liaison with outside agencies for pupils with additional needs	Pupils on roll receive support from specialist services eg HI, OT, EP, School Nurse, CAMHS, Children & Disabilities Team, including Educational Psychology and Specialist Teachers	Ensure collaboration between all key personnel	Access training to meet the needs of individual pupils when and where appropriate	SENCO	Ongoing	Clear collaborative working approaches through regular meetings provision reviews and action planning

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Curriculum Committee.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability (SEND) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey			
Corridor access	Narrow Corridors			
Lifts	One cargo lift to the Infant School first floor			

Parking bays	Parking is very limited at the school			
Entrances	Entrances are level to the ground			
Ramps	Are available for access to the hall			
Toilets	Disabled toilet is available			
Reception area	Accessible play area with artificial grass			
Internal signage				
Emergency escape routes	Emergency Lighting updated and improved in the Juniors			