



# **St Joseph's Catholic Primary School & Nursery**

## **ACCESSIBILITY PLAN**

Our family at St Joseph's Learns, Loves & Grows  
with God at the Centre.

Reviewed	30 <sup>th</sup> June 2023
Next Revision	Annual
To be reviewed	Summer Term 2024

## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## The School's Context

We are a grant maintained faith school for boys and girls in primary school age 3-11 years old. The school comprises of several buildings covering a large site, mostly of one or two storey construction.

## The School's Aims

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through Catholic values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

## 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.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001

- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEND Governor**
- **H&S Governor**
- **Executive Head Teacher**
- **Head of School /SEND Coordinator**

#### **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 (SEND) Policy and Information Report
- Supporting pupils with medical conditions policy
- School Development Plan

#### **Training**

Whole school training will recognise the need to continue to raise awareness for staff governors on equality issues with reference to the Equality Act 2010.

#### **Plan Availability**

The school makes the Accessibility Plan available the following ways:

- A copy is posted on the school website
- Paper copies are available from the School Office

### Action plan

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

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD) we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. We have a wide range of equipment and resources available for day to day use for disabled users. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

### Curriculum

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	All staff are confident in differentiating the curriculum for pupils with disabilities	CPD training needs identified.  Training for specific staff including medical  Training on ICT equipment  Be aware of staff training needs on curriculum access  Create <i>individual plans</i> whenever appropriate to address the needs of pupils.	Executive Headteacher, Head of School, Assistant Headteacher and SENDCO. Phase Leaders Curriculum leads Teachers and TA's ICT lead	On going	Curriculum differentiated to include all pupils irrespective of ability

			<p>Assign CPD for dyslexia, differentiation and recording methods</p> <p>Online learning modules if required</p>			
	We use resources tailored to the needs of pupils who require support to access the curriculum.	All staff are aware of disabled children's curriculum access resources	<p>Ensure classroom support staff have specific training on disability issues</p> <p>Set up a system of individual access plans for disabled pupils when required</p> <p>Information sharing with all agencies involved with child</p>	<p>Phase Leaders</p> <p>Subject leads</p> <p>Teachers and TA's</p>	As required	SEN resources in classrooms specific to individual needs
	Curriculum resources include examples of people with disabilities.	Promote an awareness of disability across the school	Teachers to carry out an audit of resources and environments regularly to ensure that lessons are planned to meet the needs of all pupils in the class	<p>Phase Leaders</p> <p>Subject leads,</p> <p>Teachers and TA's</p>	Annual	Wider use of SEND resources in classrooms
	Curriculum progress is tracked for all pupils, including those with a disability.	Pupil progress ensures all pupils reach their potential irrespective of ability	Teachers to ensure that lessons are planned to meet the needs of all pupils in the class and progress tracked accordingly	<p>SLT, Phase Leaders</p> <p>Subject leads</p> <p>Teachers and TA's</p>	Termly	Pupil progress shows all pupils reach their potential irrespective of ability

	Targets are set effectively and are appropriate for pupils with additional needs.	Planned intervention for under-achievers, when applicable	Analysis of SATs results & Teacher Assessments for pupils from all groups			
	The curriculum is reviewed to ensure it meets the needs of all pupils	All educational visits, PE classes and extracurricular classes to be accessible to all	<p>Monitor teaching and learning and progress of pupils with disabilities and continue with intervention/support strategies as necessary.</p> <p>Develop guidance for staff on making trips accessible</p> <p>Ensure each new venue is vetted for appropriateness</p> <p>Gather information on accessible PE and disability sports</p> <p>Seek disabled sports people to come into school</p>	SLT and SENDCO	On-going	

### **Physical Environment**

St Joseph's School focuses on all aspects of learning and supporting each child reach deep learning and growth. The curriculum includes learning in the classroom, within the school grounds and through regular school trips and residentials. To support this vision, the grounds and buildings have been extensively developed to

provide an environment conducive to learning and are fully utilised to extend the knowledge of the children. The building has been impressively developed and is diligently maintained to provide a clean, clutter free environment and in general there is good disabled provision, including ramps, lifts, toilets.

<b>Aim</b>	<b>Current good practice</b> <i>Included established practice and practice under development</i>	<b>Objectives</b> State short, medium and long-term objectives	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Improve and maintain access to the physical environment	To create access plans for individual disabled pupils as part of the IEP process when required	To ensure that all individual disabled pupils have suitable access	Make sure all areas of school have wheelchair access, in the case of stairwells, that appropriate equipment and processes are in place for dealing with disabled evacuation. <del>Consider emergency stair-chairs</del>	School welfare Officer, School Business Manager, Premises Manager	As required and daily checks to ensure the escape routes are hazard free	All disabled pupils and staff working alongside are safe in the event of a fire and
	Be aware of staff, governors and parents' access needs and meet as appropriate	To raise awareness of the individual needs of staff, governors and parents	Through questions and discussions find out the access needs of parents and carers	Executive Headteacher, Head of School	As required	Disabled pupils, parents, carers, visitors feel welcome. Pupils have full use of facilities
	We consider access needs during recruitment process	Promote equality and diversity within the school	Through questions we find out the access or other individual needs of candidates	Executive Headteacher, Head of School	As required	Applicants and those interested in working in the school feel encouraged by the support and consideration they receive

	<p>The environment is adapted to the needs of pupils. This includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Elevators</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> </ul>	To create an accessible environment for all pupils	<p>Review current access in the school grounds and school <del>and consider if more disabled access is required develop plans to increase ramp areas to support access across the playgrounds.</del></p>	<p>Premises Manager School Business Manager</p>	<p>Long term action to raise required funding.</p>	<p>Disabled pupils, feel welcome and pupils have full use of facilities</p>
	<p>We consider needs of disabled pupils, parents/carers or visitors when considering any redesign</p>	To create an accessible environment for all visitors, parents and professionals who visit the school	<p>Through questions and discussions find out the access needs. We have an allocated disable space in the car park</p>	<p>Executive Headteacher, Head of School</p>	<p>Long term action to raise required funding.</p>	<p>Disabled pupils, parents/carers and visitors have full use of new facilities</p>



### Written Information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils, parents /carers and professionals with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• school information and letters in clear print in "simple" English</li> </ul>	To improve communication for all	Purchase of software if required  Liaise with visual/hearing impairment organisation with regard to assisting VI/HI pupils as needed  Review information to parents/carers to ensure it is accessible.  Ensure website and all document accessible via the school website can be accessed by the visually impaired.  Ensure website is fully compliant with requirement for access	Head of School, Assistant Headteacher School Business Manager ICT Lead, ICT Manager LA	Ongoing and as required	All children have access and can use equipment  All parents understand what the school information means

			<p>by person with visual impairment.</p> <p>Ensure Prospectus is available via the school website.</p> <p>Ensure all staff are aware of guidance on accessible formats</p>			
	<p>Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems</p>	<p>To ensure that all parents and carers are able to understand written information received from the school</p>	<p>School office will support and help parents to access information and complete school forms</p> <p>Access to translators, sign language interpreters to be considered and offered if possible</p> <p>Languages other than English to be visible in school</p>	<p>Head of School, Assistant Headteacher School Business Manager ICT Lead, ICT Manager LA</p>	<p>On-going as required</p>	<p>All parents understand what the school information means</p>

