



St. Joseph's Catholic Primary School Policy
Accessibility Plan
Date: February 2023
Next review: February 2026



Mission
Together we love, learn, follow Jesus
Vision
At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.
Values
Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

St Joseph’s Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

St Joseph’s Catholic Primary School has adopted this accessibility plan in line with the school’s special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. The Schools special educational needs policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school’s publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil’s development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3-year period. Through implementation of the Accessibility Plan schools should be aiming to:



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- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Head Teacher to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is the aim of the School to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

Purpose

This plan should also be seen in relation to the following school documents:

-SEND Policy

-SEND Information Report

-Supporting pupils in school with medical conditions policy and procedures.

The plan refers to our school's aim to further improve equality and inclusion and also focus on the following statutory key areas:

Access to the curriculum: increasing the extent to which all pupils can access the curriculum.

Access to the school environment: improving the physical environment of the school for the purpose of increasing the extent to which all pupils can take advantage of education and benefits, facilities or services provided or offered by the school.

-Access to information- improving the delivery to disabled pupils of information, which is readily available to pupils who are not disabled.



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The plan outlines short, medium and long-term targets covering the period 2023 to 2026. A series of actions have been proposed to improve access; these have clear actions, person(s) responsible, intended outcomes and monitoring and review dates. The plan will be reviewed annually.

2. Sensory and Physical Needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

3. Reasonable Adjustments



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The School will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.
- This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

Current good practice in our school setting already:

Increasing the extent to which disabled pupils can participate in the school curriculum St Joseph's has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child. The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the LCC SEND team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding. The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Advisory Teacher for Visual Impairment
- Occupational Therapists/Physiotherapists
- Speech and Language Therapists
- Local specialist provision
- Educational Psychology Service
- LCC SEND Team specialist teachers
- CAMHS



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- School Nurse Team
- Counselling
- Other advisory services and charities

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- SENCo to access Early Help and other agencies through the Early Help Assessment process
- SENCO support Advice
- Assessment and support from Speech and Language Therapist Specialist teacher in cognition and learning to advise staff
- Educational Psychologist
- iPads / access technology Range of English and maths interventions
- Specific Learning Difficulties (SpLD) interventions
- Access to ALL extra-curricular activities and clubs and school visits
- Advice and support from School Nurse Team
- Paediatric First Aiders
- Use of diagnostic assessments by the SENCo

Current actions: See appendix 1

Reviewing and implementing the policy

The Accessibility Plan is reviewed annually by the SENCo/Head teacher. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan. At this time an audit will be completed and any next actions added. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's current action plan can be found in Appendix 1.

Dealing with complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made at the school office to speak to the Head teacher/SENCO, who will be able to advise on formal procedures for complaint. This information can also be found on our school website. For any further information please refer to the previously named policies linked to this document.

Signed by: DCDewhurst

Headteacher: Danielle Dewhurst

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Appendix 1

Improving the Physical Access:

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>To be aware of the access needs of disabled children, staff, governors and parents/carers</p> <p>Ensure the school staff & governors are aware of access issues</p>	<p>Create access plans for individual or disabled children as part of the graduated process.</p> <p>Ensure staff and governors can access areas of school used for meetings Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Staff to share Pupil Overview of Provision (POP) information with volunteers and support staff to ensure continuity of care for the children</p>	<p>As required</p> <p>Ongoing process</p> <p>Care plans to be in place as and when needed</p>	<p>SENCO / class teacher</p> <p>Headteacher</p> <p>Headteacher BSO SENCO</p>	<p>Pupil Overview of Provision in place when needed for identified/disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents can access all areas of school. Volunteers are aware of needs of SEN children at all times</p>
<p>Ensure everyone has access to entrance area</p>	<p>Ensure that nothing is preventing wheelchair access</p> <p>Provision of appropriate seating</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>Seating in place</p>	<p>Site Supervisor / BSO/ Health & Safety Committee/ HT</p>	<p>All parents / carers / visitors feel welcome.</p>



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Maintain safe access for visually impaired people	<p>Check condition of yellow paint on step edges regularly</p> <p>Check exterior lighting is working on a regular basis</p>	Ongoing checks	Site Supervisor / Health & Safety Committee	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.
Ensure all disabled people can be safely evacuated	Ensure there is a personal emergency evacuation plan (PEEP) for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation by being aware of the individual child's information.	Spring 2024	<p>SENCO</p> <p>Headteacher to remind staff</p>	All pupils with disabilities or additional needs and staff working with them are safe in the event of a fire. There is constant supervision for children with a disability or additional need who would need help in the event of an evacuation.
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from Senco/Teacher of the Deaf on appropriate equipment	As required	Senco/Headteacher	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All personnel and pupils with additional needs/disability have safe independent exits from school
Ensure there is a carparking space near to school entrance	The disabled car parking space is located at the far end of the school	As required	Head teacher	Everyone with a disability has access to the front of school. Ensure



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	car park, nearest to school. If someone is coming school who needs to use this, the space is left free.			this information is clear on the website
Ensure access to corridors throughout school	Corridors are wide enough for a wheelchair user and other people to pass. They are free from obstructions.	Daily	All staff	All areas will stay clear of obstructions for everyone to pass
Entrances	Main school entrance is easy to find and well signposted. People on either side of the door can be seen, the door has a button system to open so it can be opened by all users and has an appropriate handle.	Daily	All staff	Everyone can find the entrance into school safely
Toilets	WC is fitted with an accessible door light and wide enough for all users. There is a slip resistant floor and lever style taps are provided to aid those with dexterity impairments.	Daily	Site supervisor	The disabled toilet is accessible at all times for those who need to use it



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Internal signage	The overall layout of the school is clear and logical. Toilet facilities are suitably signed and has the international symbol for access. Signs are located to convey information to all users but the design may not be accessible to those with sight impairments.	Daily	All staff	People who visit school know their way round and back to the reception area
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Improving the Curriculum:

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure teaching and support staff have specific training on curriculum access and disability	Identify training needs at regular meetings CPD for range of SEND needs	On-going	SENCO / Headteacher SENCO	Raised confidence of teaching and support staff for adapted issues curriculum and increased pupil participation.
To ensure that children with ADHD, ASD and sensory needs have adjustments that enable them to access the curriculum. Ensure that teaching and learning is monitored by all subject leaders as part of the review process to ensure that there is: A – clear and effective adaptation for children with SEND needs B – involvement by all children in all parts of the lesson C – resources, including ICT, are appropriate to the needs of all children	-IEP -Sensory breaks -Additional TA support -Work stations -Meet and greet/ pastoral support -Transition meetings for receiving teachers -Subject leader for PE to monitor participation of children with SEND needs	On-going	SENCO/ all staff	All staff are aware of individual's needs The curriculum and enrichment curriculum offers are fully inclusive



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<p>Monitor involvement of SEN/Disabled pupils in extracurricular activities with a view of encouraging involvement and removing access barriers</p> <p>To ensure that curriculum enrichment activities – including trips – are planned in advance and are fully inclusive for all children</p>				
<p>All school visits and trips need to be accessible to all pupils</p>	<p>Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible</p>	<p>Ongoing</p>	<p>EVC / SENCO</p>	<p>All pupils are able to access all school trips and take part in a range of activities</p>
<p>Review PE curriculum to ensure PE is accessible to all pupils</p>	<p>Review PE curriculum to include disability sports</p>	<p>Autumn Term 2024</p>	<p>SENCO & PE co-ordinator</p>	<p>All pupils have access to PE and are able to excel. Support is provided when needed.</p>
<p>Review curriculum areas and planning to include disability issues</p>	<p>Include specific reference to disability equality in all curriculum reviews</p>	<p>Ongoing</p>	<p>SENCO/ AHT/ Headteacher</p>	<p>Gradual introduction of disability issues into all curriculum areas</p>



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Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with people running other clubs after school. Support would have to be available – especially after school.	As required	SENCO	Children with additional needs/disability feel able to participate equally in out of school activities.
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Access to Information:

Targets	Strategies	Timescale	Responsibility	Success Criteria
To improve the non-fixed signage around the school with particular regard to a visual/pictorial format for the benefit of those with communication difficulties.	Review all current non-fixed signage and evaluate its accessibility. Renew signage which is easily interpreted.	Spring 2024	Headteacher / AHT/ BSO/ SENCO	All people feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages. SEN information report to include what is available	Summer 2024	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.