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Date:

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1. VISION STATEMENT:

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. At St Joseph’s the Plan will be reviewed by the SENCO and SEND governor, monitored by the Head teacher and evaluated by the relevant Governors’ committee.

At St Joseph’s we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

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

educational, physical, sensory, social, spiritual, emotional and cultural needs. We 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.

The St Joseph's Catholic Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The St Joseph's Catholic Primary School Accessibility Plan relates to the key aspects of curriculum, physical environment and information. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equality Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the availability of accessible information to disabled children and parents.

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

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Disability Policy and Information Report

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

2. AIMS AND OBJECTIVES

Our Aims are:

To increase access to the curriculum for pupils with a disability;

To improve and maintain access to the physical environment;

To improve the availability of accessible information to disabled children and parents.

Our objectives are detailed in the Action Plan below.

3. CURRENT GOOD PRACTICE

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school a letter is sent home routinely to ask parents for updates on this information. On admission, pupil needs are recorded centrally onto the Scholar Pack information management system, then circulated to lead members of staff for medical conditions; safeguarding; Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL). This ensures that provision is immediately made, as appropriate.

- **Curriculum**

The senior leadership team is responsible for inclusion. They work closely with staff to support children with disabilities. There are regular meetings to review provision. The curriculum is constantly reviewed to ensure it meets the needs of all children.

It is constantly adjusted to reflect pupil's interests. Our school offers a differentiated curriculum for all children.

Quality first teaching with teachers making adjustments based on best practice. Classrooms are optimally organized for children with ASD.

We use resources tailored to the needs of children who require support to access the curriculum.

All provision is adjusted to ensure children with disabilities have full access e.g. school visits/ school journeys/ breakfast club and after school activities.

Underachievement is identified and gaps in learning is rapidly addressed.

Children with disabilities are discussed in senior leadership meetings to monitor their access and ensure the best provision is in place.

Targets are set effectively and are appropriate for children with additional needs.

Staff work closely with outside agencies, implementing all recommendations. Transition arrangements (in school and to secondary schools) are detailed and followed up when necessary.

Care plans are written and shared with relevant staff. Mental health of children is a high priority with a range of strategies

- **Physical Environment**

The school has made adjustments to maximize accessibility and safety. New playground decking has been installed which is made of non-slip material. The reception area has a counter at waist level, there are wide entrance doors and a disabled toilet in the reception atrium.

- **Delivery of information**

A range of communication methods are used to ensure information is accessible. This includes internal signage, large print resources and pictorial/ symbolic representations including visual timetables.

4. ACCESS AUDIT

The school is a three storey building with wide corridors and several access points from outside. The rooms which are not accessible to wheelchairs are the second and third floor classrooms (years 3, 4, 5 and 6) and the computer suite. There is a school carpark on the school site that can be used by disabled drivers. The main entrance to the school is flat and has wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception, which is fully accessible to wheelchair users. There is a disabled toilet in the reception lobby which is fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

5. MANAGEMENT, COORDINATION AND IMPLEMENTATION

- We will consult with experts when new situations regarding pupils with disabilities arise.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

6. ACTION PLAN

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short-term:

Targets	Strategies	Timescale	Responsibilities	Success criteria
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010 and the Special Educational Needs and Disabilities Code of Practice (2015)	Ongoing 2020/21	HT All subject leaders SENCO	All policies clearly reflect inclusive practice and procedure.
To establish close liaison with parents.	To ensure collaboration and sharing between families and schools.	Ongoing 2020/21	HT All teachers SENCO	Clear collaborative working approach.
To establish close liaison with outside agencies for pupils with on-going health needs. Eg. Children with severe allergies.	To ensure collaboration between all key professionals.	Ongoing 2020/21	HT TAs School nurse Outside agencies SENCO	Clear collaborative working approach. All pupils with a medical need that affects school life have a Health Care Plan.

<p>To ensure full access to the curriculum for all children.</p>	<p>Termly personalised Learning Plans (PLPs) to be updated for all pupils with SEND, including termly outcomes and an outline of pupil strengths and how best the pupils can be supported. Work with the speech and language therapist, educational psychologist, music therapist, outreach inclusion services, specific learning difficulties teachers. Continuous professional development for staff. A differentiated curriculum with alternatives offered. A range of support staff including trained teaching assistants. Multimedia activities to support most curriculum areas. Use of interactive ICT equipment.</p>	<p>Termly SEND reviews Ongoing</p>	<p>Teachers SENCO All staff Speech and Language therapist Educational Psychologist Specialist teachers</p>	<p>Advice taken and strategies evident in classroom practice. All children accessing the curriculum. PLPs demonstrate staff understanding of pupil need and demonstrate suitable provision and review.</p>
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Long term:

Targets	Strategies	Timescale	Responsibilities	Success criteria
<p>To hold regular events which celebrate disability.</p>	<p>Assemblies/ disability awareness days.</p>	<p>Ongoing</p>	<p>Senior leadership team PSHE lead</p>	<p>Greater awareness of disabilities and well-known people with disabilities.</p>
<p>Classrooms are optimally organized for children with visual and auditory impairments</p>	<p>Communication friendly classroom – training from speech and language therapist.</p>	<p>Ongoing</p>	<p>Senior leadership team</p>	<p>Classrooms maximise communication.</p>

Curriculum plans to include examples of people with disabilities, supported by a range of resources.	Addition of people with disabilities to long-term plans	Annual review of curriculum	All staff	Greater awareness of disabilities and well-known people with disabilities.
To finely review attainment of all SEN pupils.	SENCO/ class teacher meetings/ pupil progress Evaluation of PLPs and new target setting. Scrutiny of assessment system. Regular liaison with parents.	Termly	Class teachers DH SENCO	Progress made towards Rapid Progress targets and termly outcomes. Provision maps show clear steps and progress made.
To monitor attainment of More Able pupils		Ongoing	Class teachers DH	More able children making proportionate progress. Achieving above average results.
To promote the involvement of disabled students in classroom discussions/ activities to take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Communication friendly classrooms, Talk Boost,	Ongoing	Whole school approach	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

	<p>Communicate in Print and Makaton training for relevant staff</p> <ul style="list-style-type: none"> • Giving alternatives to enable disabled pupils to participate successfully in lessons • Providing apparatus and equipment for those with disabilities and additional needs such as writing slates, pencil grips etc. • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 			
To evaluate and review the above short and medium term targets	See above and through ongoing development through SLT and Governor scrutiny of teaching and learning through learning walks and book/planning strutinies.	Annually	SLT Core curriculum coordinators Governors	All children making good progress
To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEND Governor / SENDCO meetings	SENDCO SEND Governor	Governors fully informed about SEND provision and progress

Aim 2: To improve the physical environment of the school to facilitate access for all pupils, staff, parents and visitors and to increase the extent to which disabled pupils and parents can take advantage of education and associated services through this.

Short-term:

Targets	Strategies	Timescale	Responsibilities	Success criteria
Improve physical environment of school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, colour schemes, more accessible facilities (e.g. toilets, fittings (e.g. sink, surface and shelving heights, permanent and temporary ramps where needed, wide doors and openings) and furniture (e.g. height of table and chairs, supportive seating, adjustable and adaptive furniture).	Ongoing	SLT Head Teacher Governors	Enabling everyone's needs to be met where possible.
Ensure visually stimulating environment for all children whilst considering pupils who struggle with visual stress and sensory overload	Colourful and lively displays in classrooms and around the school but in colours that limit visual stress and with a sensitivity towards children who struggle with sensory overload. Inviting role play areas and book corners that are accessible to all. Develop use of learning stations/areas for pupils with SEND.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.

Ensuring all with a disability are able to be involved	Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' and pupil's access needs and ensure they are met in all events	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff Governors	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Pupil medical need response training for staff, delivered annually by school nurse.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Senior Leadership Team First Aiders School Nurse	Ensuring medical information is kept updated through Health Care Plans (HCP)

Medium term:

Targets	Strategies	Timescale	Responsibilities	Success criteria
To improve community links	School to make strong links with SEN Schools and disabled community and support groups in the area. School staff to visit schools for transition opportunities, with pupils to develop stronger links with other schools and provisions and provide more effective transition plans/projects.	Ongoing	SLT All staff	Improved awareness of disabilities in the wider community Greater networking with local schools Improved community cohesion

Long-term:

Targets	Strategies	Timescale	Responsibilities	Success criteria
To provide improved access to the Year 3, 4, 5 and 6 classrooms as well as ICT room (if at all possible.)	Look at funding possibilities	Ongoing	SLT Governors	Access middle and upper floors for any wheelchair users including visitors.
To ensure roads and entrances around the school grounds are as safe as possible.	Communication with parents via safety messages/letters/walk to school week	Ongoing	PSHE/Healthy School Coordinator SLT	No incidents or accidents.

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short-term:

Targets	Strategies	Timescale	Responsibilities	Success criteria
To ensure all children with ASD have access to information.	Regular parental communication. Individualised multi-sensory teaching strategies used for ASD children e.g. TEACHH approach.	Ongoing	All staff to be aware.	ASD children able to access curriculum. Provision evidenced in PLPs.
To enable improved access to written information for	Make more use of Widgit symbol software to support learners with reading and speech and	Ongoing	All staff	Clear and consistent signage around school including

<p>pupils, parents and visitors should this be required for a child or adult.</p>	<p>language difficulties. Raise awareness of font size and page layouts will support pupils with visual impairments. Audit the school library to ensure the availability of large font and easy read texts will improve access for children with visual impairments and for children with dyslexia. Auditing signage around the school to ensure that is accessible to all e.g. large print, pictorial, on pale yellow or pale blue background, in dyslexia friendly print.</p>			<p>communication friendly print and font. Large print and dyslexia friendly texts available in school library.</p>
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Medium term:

Targets	Strategies	Timescale	Responsibilities	Success criteria
<p>To review children's records ensuring school's awareness of any disabilities</p>	<p>Information collected about new children. Records passed up to each class teacher. Records passed to key school area leads eg. SENCO, Designated Safeguarding Leads. End of year class teacher meetings. Annual reviews. Rapid progress target sheets. Medical forms updated annually for all children and as and when need changing. Personal health plans. Significant health problems/ allergy/ asthma – children's details of needs and care required displayed on wall in DH/ SENCO room with easy access to all staff. Info also kept</p>	<p>Annually</p>	<p>Class teachers School Nurse Outside agencies SLT Office staff</p>	<p>Each teacher/staff member aware of disabilities of children in their classes</p>

	in classrooms of relevant children.			
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Targets	Strategies	Timescale	Responsibilities	Success criteria
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Long term:

Targets	Strategies	Timescale	Responsibilities	Success criteria
In school record system to be reviewed and improved where necessary. (Records on Scholarpack)	Record keeping system to be reviewed on Scholarpack.	Continual review and improvement	Assessment co-ordinator and SLT	Effective communication of information about disabilities throughout school.