



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Love Jesus



Love Learning

Love Life

Accessibility Plan 2015-2019

Mission Statement

As a Catholic School it is our mission to provide a safe, nurturing and happy environment in which to educate our children to share their witness through Christian values; to instil a love of learning, of self and of others; enabling all to develop their God given gifts and to achieve their potential

1. The St Joseph's Catholic Primary School Accessibility Plan has been drawn up in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four¹ years period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
3. We are 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. We are committed to taking positive action in the spirit of the Equality Act 2010 and with due regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. 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 in a given timeframe and anticipating the need to make **reasonable adjustments** to accommodate their needs where practicable. The Accessibility Plan will contain 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 duties under the Equalities 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 school 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 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 delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of, the curriculum, the physical environment and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- School Equality Objectives
- Pupil Equality Information
- Single Equality Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Good Behaviour Policy
- School Development Plan
- Asset Management Plan / Suitability Survey (where available)

8. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees includes the due regard for Equality and Diversity issues as required by the Equality Act 2010 and its duties.
9. The Accessibility Plan will be published on the school website.
10. Progress with the Accessibility Plan should be reported upon annually and made available on the school website.
11. The school will work in partnership with the Local Authority and Plymouth CAST in developing and implementing this Accessibility Plan
12. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

DATE _____

Review date _____

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL ACCESSIBILITY PLAN - Dec 2015 to Dec 2019

Improving the Curriculum Access

TARGET	STRATEGY	WHO	TIMEFRAME	SUCCESS CRITERIA
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.	Staff training requirements identified (Performance Management).	SENDCO	FEB 16	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Increased access to an appropriate curriculum for all pupils.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation. Investigate provision of events aimed at inclusion of SEND pupils.	Head	JUN 16	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils. Achieve recognition through Sainsbury's Games Award Scheme.
To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Class teachers SLT	Ongoing	Learning Walks show organisation of classrooms supports learning for all.
Ensure the needs of new pupils and parents are identified and met as soon as is reasonable.	Home visit programme for new Foundation Stage teachers. Parent Support Adviser to contact all new parents to identify needs.	PSA	JAN 16	Needs identified and actions taken to meet them.
Process in place to identify new needs arising for SEND / Vulnerable children.	Regular meetings of vulnerable children group. Report from 'Vulnerable Children Link Governor'.	HEAD / Vulnerable children link governor	DEC 15	Vulnerable Children governor to monitor and report on impact of 'vulnerable children group' .
Provide additional resources to meet particular needs of SEND pupils.	Liaise with advisors, such as the visually impaired team, to identify resources and strategies which will enable SEND children to fully access the curriculum.	SENDCO	As needs occur	Barrier of sensory disabilities to learning reduced as much as possible.

TARGET	STRATEGY	WHO	TIMEFRAME	SUCCESS CRITERIA
<p>To deploy Teaching Assistants effectively to support pupils' participation ensuring appropriate training is provided to meet particular needs.</p>	<p>Review needs of pupils within each class and staff accordingly.</p> <p>Ensure staff skills are matched to pupil needs.</p> <p>Ensure pool of trained ELSAs is available.</p>	<p>Deputy Headteacher</p>	<p>Ongoing</p>	<p>Pupil Progress meetings / GEP reviews show individual children identified making good progress.</p>

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL ACCESSIBILITY PLAN - Dec 2015 to Dec 2019

Improving the Physical Access

TARGET	STRATEGY	WHO	TIMEFRAME	SUCCESS CRITERIA
Improve security and physical access to the school site.	Install secure access gates to main entrance to the school which keep out unknown visitors but allow easier access to known visitors.	Head & Caretaker	January 2016	Children and staff on site are more secure. Access for all approved visitors improved.
Ensure fire exit signs give clear direction to egress points.	Audit of all exit points and their associated signage. Replace / upgrade as appropriate.	Head & Site Link Gov	Feb 2016	Greater clarity over signage and exit routes.
Regular review of physical environment.	Regular governor premises walkabouts to identify new needs and monitor implementation of recommendations.	Head Caretaker & Site Link Gov	Jan and Jun each year	Reports to governors of improvements made.
Compliance with all property disability legislation.	Audit to be carried out with Strictly Educational. Appropriate actions taken.	Head	Annual audit	Assurance that the school is an appropriate environment for all to work and study in.
When necessary temporary ramps available for rooms without ramped access at present.	As need becomes apparent for a staff member, pupil or parent where regular access will be needed to a particular room bespoke ramps will be commissioned.	SENDCO & Caretaker	As need occurs	Regular access to commonly used areas available for those who are wheelchair bound.
Extend visual element of fire alarm to all areas of the school.	Include on list of building improvements when CAST carry out priority identification exercises.	Head & Site Link Gov	As system / funds make this possible	Visual warning for those who are hard of hearing.

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL ACCESSIBILITY PLAN - Dec 2015 to Dec 2019

Improving the Delivery of Written Information

TARGET	STRATEGY	WHO	TIMEFRAME	SUCCESS CRITERIA
Availability of written material in alternative formats.	Parent Support Adviser to contact all new parents to identify needs. The school will make itself aware of the services available for converting written information into alternative formats.	PSA / ADMIN STAFF	APR 16	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.
Upgrade School Website to meet all accessibility requirements.	Identify commercial product which will ensure new website is compliant with all.	Dep Head & IT Tech	FEB 16	Delivery of school information to parents and the local community improved.
Increase avenues of communication between school and other stakeholders.	Set up and regularly update school Twitter account.	Dep Head	ONGOING	Delivery of school information to community improved.
Ensure the needs of new pupils and parents are identified and met as soon as is reasonable.	Home visit programme for new Foundation Stage teachers. Parent Support Adviser to contact all new parents to identify needs.	PSA	JAN 16	Needs identified and actions taken to meet them.
Parents, whose communication skills in English are limited, to be able to access written information.	Identify and provide best methods for allowing parents to access effective translation tool. Ensure all communication includes a format compatible with translation tool.	PSA	MAR 16	Effective translation procedures available and used.