

Accessibility Plan

St Joseph's Catholic Primary School



Policy Date:	September 2019
Review Date:	September 2022



Blessed Holy Family
Catholic Academy Trust

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

We are fully committed to providing an accessible environment which values and includes all pupils, staff, parents/ careers and visitors regardless of their physical, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, inclusion and opportunities for all.

We aim to maintain and continuously review the accessibility of provision for all pupils, staff and visitors to the school. Our Accessibility Plan (see below) contains specific actions to:

- Review access to the physical environment of the school to ensure it is compliant under The Equality Act 2010, adding specialist facilities as necessary. This includes improvements to the physical environment of the school and physical aids to access education.
- Improve access to the curriculum for pupils with a disability so that all pupils are prepared for life in an increasing diverse society. This covers teaching and learning of the wider school curriculum including after school clubs, leisure and cultural activities and school visits. It will also include the provision of specialist aids and equipment as required.
- Improve communication channels between the school and those with disabilities within the school community. This would include handouts, timetables, textbooks and information about the school and school events either in written form or sent electronically.
- Monitor the ongoing awareness and training for governors and staff in aspects of human rights and equality and disability discrimination as required in the specific regulations for schools.

Input into the Accessibility Plan is from the Senior Leadership Health and Safety representative, the school SENCO and Site Manager, with valuable assistance from parents, pupils and staff with disabilities or who represent those with disabilities within the school.

The Accessibility Plan will be reviewed every three years but will be closely monitored and updated more frequently as necessary. It will be approved by the Governing Body and Headteacher.

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. School Environment

We are a two form entry Primary school. We currently have a lower number of children at SEN Support (8%) than the national percentage of pupils on the SEND profile (12.4%). We currently have a larger number of pupils with EHC Plans (2%) than the national percentage (1.4%). We have children who have a range of different disabilities including those with an Autistic Spectrum Disorder, Attention Deficit and Hyperactivity Disorder, Duchenne Muscular Dystrophy and Visual Impairment.

Our School consists of two main buildings KS1 and KS2 both of which are two floors. Both the KS1 and KS2 buildings are wheelchair accessible to all classrooms. We have a lift in each building which can be used to access the second floor.

4. Access to the School Curriculum

We aim to be a fully inclusive school and all pupils are given equal access to a broad and balanced curriculum. We take all reasonable steps to avoid putting disabled pupils at a disadvantage. For pupils with Special Educational Needs and Disabilities:

- Each pupil's needs are addressed individually on admission.
- Before coming to the school discussions with parents are held with the SENCO.
- Links are maintained with any outside agencies involved and advice is sought and acted upon.
- A dedicated SENCO is in place to give support to parents, pupils, class teachers and teaching assistants.
- The Code of Practice is adhered to.
- When required pupils have Individual Education Plans (IEPs) or Educational Health and Care Plans (EHCPs) which are regularly reviewed.
- Differentiated activities are planned with an emphasis on quality first teaching.
- Recommended resources are purchased or provided by the specialist agencies e.g. specialist aids, furniture or equipment.

At present, all our children are able to access the curriculum including Physical Education. If in the future an activity cannot be made accessible or would be inappropriate, then an alternative activity will be made available. This will include consultation with the necessary professionals to ensure future activities are accessible.

5. Links with other policies and documents

This policy should be read in conjunction with our SEND Policy.

This policy links to our policies on:

- SEND Policy and Information Report
- Health and Safety Policy
- Single Equality Policy
- Supporting pupils with medical conditions

Compiled By: Mrs French and Miss Edwards

Revision Number: 6

Approved by: Governing Body

6. Action plan 2019 - 2022

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

Target	Objectives	Action we need to take	Person Responsible	Date to complete actions	Success Criteria and Impact
Increase access to the curriculum for pupils with a disability	To ensure lessons are responsive to pupil diversity	SLT to review this during monitoring and ensure it is part of the lesson review procedure for teachers	Head Teacher Deputy Head SLT	Spring 2020	Lessons will be fully inclusive and responsive to pupil diversity
	To ensure that all staff have high expectations of all pupils	Staff training on learning outcomes and support in teaching and learning on individual basis.	SENCO, Deputy Head Head Teacher	Spring 2020	Staff meeting on Learning Outcomes. Staff will have high expectations of all children in all lessons.
	To provide Computing Resources for pupils with varying SEND, including physical disabilities	Computing Leader and SENCO to investigate possible resources as need arises	Computing Leader SENCO	Ongoing	All children with SEND will have access to a variety of ICT resources to aid them in accessing the lesson's learning objectives.
	To ensure all learning resources are accessible for pupils with visual or hearing impairments	Teachers and Teaching Staff to ensure all teaching resources are accessible to pupils with visual or hearing impairments. Teachers and SENCO to liaise with specialist staff.	Teachers TAs LSAs Children's Sensory Team	Ongoing	All children with Visual or Hearing impairments have access to learning resources for each lesson.
Improve the delivery of information to people with a disability	To ensure the school uses a range of communication methods to ensure information is accessible	Staff to ensure that we use a range of communication methods such as email, texts, interpreters etc.	All staff	Ongoing	The school uses a range of communication methods to ensure all information is accessible.
	Training for new and existing staff on making information accessible.	Provide training for staff for awareness of pupils and parents with a disability to ensure there are a range of communication systems in place.	SENCO All staff	Spring 2020	All staff are aware of what they need to do to make information accessible.

Improve and maintain access to the physical environment	To ensure pathways of travel around the site are safe and well signed	Audit of pathways to be undertaken. Costing of extra signage to be worked out. All staff and children to ensure pathways are free from obstructions	SENCO Head Teacher Site Manager	Summer 2020 Ongoing	All pathways of travel around the site have safe access.
	To make all signage around the school user friendly for all able and disabled people.	Audit of signage needed. Investigation into costings of replacement signs to include pictorial elements	SENCO Head Teacher Site Manager	Summer 2020 Ongoing	All signs around the school are clear and accessible.
	Pupils with disabilities have curricular and recreational access	Ensure that all staff are fully aware of specific needs. Support systems in place to extend provision as appropriate for recreational activities	SENCO All Staff	Ongoing	Children will have access to a broad and balanced curriculum that extends to use of all outdoor areas.
	Pupils with disabilities to have full access within the classroom environment.	Ensure classrooms are accessible for pupils with disabilities including positioning of furniture, placing of pupils within the room to see the IWB, placing of equipment to make it easily accessible etc.	SENCO Teachers	September 2019 Reviewed as pupils move to different rooms.	All pupils with disabilities have full access to the classroom environment.
	To provide personal assessments and evacuation plans for individual disabled children.	To create personal assessment and evacuation plans for individual disabled children.	SENCO Teachers TAs LSAs	October 2019	All disabled pupils to have a personal assessment and evacuation plan in place to ensure their safety during times such as fire drills.

	To ensure that all stairs inside the school are marked with yellow for visually impaired pupils safety.	To purchase hard wearing yellow floor tape to mark internal stairs across the school to make them clear and visible.	SENCO Site Manager	December 2019	All worn tape to be replaced and any stairs not already done to be marked to ensure clear visibility.
Improve and maintain access to the physical environment	To ensure that all external stairs around the school are marked with yellow for visually impaired pupils safety.	To purchase yellow paint to mark external stairs around the school to make them clear and visible.	SENCO Site Manager	December 2019	All worn paint work to be replaced and any stairs not already done to be painted to ensure clear visibility.
	To provide ramps and rails to support people with physical disabilities	To review the school site and put in place ramps and rails to assist the accessibility for people with physical disabilities.	SENCO Site Manager	December 2019	All areas of the school are accessible with rails and ramps to support people with physical support where needed.
	To ensure accessibility to the disabled toilet at all times.	Regularly check that the disabled toilet is accessible and working properly.	Site Manager	Ongoing	The disabled toilet is accessible to use at all times as and when it is needed.
	To ensure the lifts are accessible to use at all times and are regularly maintained.	Regularly check that the lifts are accessible and maintained regularly	Site Manager	Ongoing	The lifts are accessible to use at all times and maintained regularly.

	To ensure there is car parking access for people with disabilities.	To ensure that the car park can be used as and when necessary for people with disabled needs.	Site Manager Head Teacher Deputy Head	Ongoing	The car park can be used as and when needed for people with disabilities.
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