

St. Joseph's Catholic Primary School



Accessibility Plan

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

A range of stakeholders will be involved in the on-going development of this accessibility plan, including pupils, parents, staff, visitors, external agencies and governors of the school.

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.

Current range of known disabilities

At present we have no wheelchair dependent pupils, parents or members of staff.

The school has children with a range of disabilities which include moderate and specific learning disabilities; hearing impairment; visual impairment; epilepsy and Type 1 diabetes.

St Joseph's school building and site

St Joseph's School is an old building, built over a number of levels. There is a ramp to the main entrance and external hall door. The playground can be accessed on a level from the pavement. Beyond the hall, main entrance and playground, there is currently no access for wheelchair users. All external classroom doors are accessed via steps. Internally, the building has a number of steps in order to access all areas of the school.

There is a disabled toilet.

Adopted:: February 2020

Previous Review: September 2022

Review: June 2023

Increasing access for disabled pupils to the school curriculum

Target	Good Practice	Timescale	Responsibility	Success Criteria	Other document reference	Monitoring
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO	Raised confidence of staff Positive achievement of pupils	Individual Child My Plans SEND Information Report	Universal provision
Ensure all staff are aware of disabled children's curriculum access	Set up a system of My Plans/EHC for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs	Individual child's My Plans; Behaviour Care Plans; Intimate Care Plans; EHCPs	ECHP monitoring review Minutes of TAF Meetings SEND Governor visits
Use ICT hardware/software to support teaching and learning	Make sure software licences are up to date.	As required	SENCO	Wider use of SEN resources in classrooms	Individual Child My Plans External Agency Reports	My Plan monitoring and reviews
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Class Teacher/ SENCO/ Ed Visits Co-ordinator	All pupils in school able to access all educational visits and take part in a range of activities	Risk assessments for each trip outlining the need and how it is to be met.	All risk assessments are monitored SENCO and KD.
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports	As required	SENCO PE Co-ordinator	All to have access to PE and be able to excel	Sports premium Plan	Governor monitoring Governor Visits

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Improving access to the physical environment of the school

Target	Good Practice	Timescale	Responsibility	Success Criteria	Other document reference	Monitoring
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To ensure My Plan/EHC for individual disabled pupils as part of their admission process as required. Be aware of staff, governors' and parents' access needs and meet as appropriate	As required	SENCO/ Governors	Plans in place for disabled pupils and all staff aware of pupils needs	Starters form - Pupils Inductions forms - Staff	H&S monitoring – internal and external.
	Through questions and discussions find out the access needs of parents/carers through parent questionnaire	Induction and on-going if required	Head	All staff and governors feel confident their needs are met Parents have full access to all school activities		
	Consider access needs during recruitment process	Annually	SENCO	Access issues do not influence recruitment and retention		
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any future redesign	Consider in any new development	Head/ H&S Co-ordinator Governors	Disabled parents/carers/visitors feel welcome		
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	H&S Co-ordinator/ SENCO	Visually impaired people feel safe in school grounds		Health and Safety Governor termly monitoring
	Develop a system to ensure all staff are aware of their responsibilities	Review annually	H&S Co-ordinator /SENCO			

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Improve the delivery of written information to disabled pupils

Target	Strategies	Timescale	Responsibility	Success Criteria	Other document reference	Monitoring
Review information to parents/carers to ensure it is accessible	<p>Provide information and letters in clear print in 'simple' English</p> <p>School office will support and help parents to access information and complete school forms or online registration if required</p> <p>Ensure website and all documents accessible via the school website can be accessed by the visually impaired</p>	<p>During induction</p> <p>On going</p> <p>On going</p>	<p>Office</p> <p>Office</p> <p>Office</p>	All parents receive information in a form that they can access		
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication		
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On going	SENCO	Staff produce their own information		
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included		

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Review: June 2023

Target	Strategies	Timescale	Responsibility	Success Criteria	Other document reference	Monitoring
language problems						

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