

Accessibility Plan



St. Joseph's Catholic Academy

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Aims of the Accessibility Plan

This Plan outlines how the School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This Plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

This Plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment/significant alterations or new build.

The Accessibility Audit

To assist in the development of the Plan and the identification of key issues the School will undertake an Accessibility Audit – at least once every three years. A template for the audit is attached at **Appendix 1** and covers the following three areas:

- **Access to the curriculum** – the School will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the School will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the School will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The audit should be used as a standalone tool to prompt investigation and review and need not be published with the Accessibility Plan.

The findings from the audit will, however, be used to identify the broad issues to be addressed and the actions to be taken to improve access.

All actions will be carried out in a reasonable timeframe. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Issue	Action to be taken	Lead	When	Outcome
Staff members do not know whether the curriculum/their subject of responsibility is accessible	<p>Audit of the curriculum</p> <p>Subject leaders to assess their area of responsibility and identify SEND provision within their subject.</p>	Headteacher, teachers, subject leaders, SENCO	Autumn 2022	<p>Subject leaders are confident with articulating and monitoring the SEND provision within their subject area. This is outlined on each subject website page.</p> <p>Management and teaching staff are aware of any possible accessibility gaps in the curriculum and how this can be promptly addressed.</p>
Staff members feel they do not have the skills to support pupils with SEND	<p>Multiple CPD sessions provided to staff members focussing on SEND provision, using Local Authority, Trust and EEF documentation.</p> <p>Training for teachers on differentiating the curriculum effectively, using strategies such as prompting, scaffolding and TA support.</p>	Headteacher, SENCO	Summer 2022	Staff members have the knowledge skills to support pupils with SEND through high quality teaching, using recommendations from the EEF and Stockton Local Authority.
Some pupils with SEND cannot access their lessons.	Provide technology and other adjustments, such as sensory equipment, OT equipment and scaffolding, for pupils with SEND	Headteacher, SENCO	Summer 2022	Pupils with SEND can access lessons and assessments.
Summative assessments are not accessible for all children SEND or those who are EAL	<p>CPD for access arrangements for tests, including upcoming SATs.</p> <p>Laptops and scribes provided in accordance with accessibility guidance set out by the DfE.</p>	Headteacher, SENCO, class teachers	Spring 2023	All children will be able to access summative assessments that are used termly.

	EAL assessments to be downloaded and distributed so English focussed summative assessments are not relied on.			
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Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Children with physical needs cannot access the upper floor of KS2.	Audit of physical environment Classes to be altered on a yearly basis	Headteacher, site manager, SENCO,	Summer 2022	School is aware of accessibility barriers to its physical environment and make reasonable adjustments.
Learning environment of pupils with visual impairments and comprehension difficulties (dyslexia etc) is not accessible	Incorporation of appropriate colour schemes when using IWB and printed resources.	Headteacher, site manager, SENCO,	Summer 2023	Learning environment is accessible to pupils with visual impairments
Lunch hall is distressing for those with auditory sensory needs.	All children with auditory sensory needs identified and provided with ear defenders.	SENCO, class teacher	Summer 2022	Children can access the dinner hall with their peers without becoming distressed.

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Staff do not know whether school information is accessible or not	Audit of information and delivery procedures	SENCO, business manager	Autumn 2022	School is aware of accessibility gaps to its information delivery procedures. All information is available on the website and hard copies are available at the school office upon request.
School website is not accessible to children with SEND or for parents with additional needs	Audit of website	ICT manager	Summer 2023	Website is fully accessible
Information around the school environment is not accessible to children with EAL.	Audit of classrooms with children with EAL. Support and CPD provided by SENCO	SENCO	Autumn 2022	Information around classrooms are accessible for children with EAL. Classroom displays and signs are amended to suit the language of the child.

Accessibility Audit

Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all pupils, including equal access to the physical environment, information, and the curriculum without hinderance. The school must also accommodate the needs of staff and visitors Lead have disabilities, both inside its buildings and on its grounds.

How to use this audit

This audit is an example of a tool used by an existing school within the Trust and should be adjusted to the conditions of each school.

The audit will be carried out at least once every **3** years. It comprises three sections: **access to the curriculum**, **access to the physical environment**, and **access to information**. Guidance notes are attached at the end of the audit to help prompt enquiry. Actions should be collated into broad issues for carry over to the Accessibility Plan.

An audit for all types of disability

While conducting this audit, schools should consider all kinds of disabilities or impairments, which may include:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities, so lighting, glare, contrast and colour should be considered.
- **Auditory disability** – this includes those with hearing impairments and sensitivities, so induction loops, visual signals and acoustics should be considered.
- **Comprehension** – this includes hidden disabilities such as autism and dyslexia. Considerations should also be made for pupils with English as an additional language (EAL).

Name of school	Date of audit
St. Joseph's Catholic Academy	09/06/22

Audit completed by	Role
Alice Gibson-Crone	SENCO & Inclusion Lead



ACCESS AUDIT

Feature <i>For example:</i>	Description / Comments	Actions to be taken	Person(s) responsible	Date to complete actions by
Access to the curriculum – See guidance note 1				
Accessible curriculum – Particularly PE, Arts and Music.	The curriculum is designed to be accessible for all. All children can partake in PE, Arts and music lessons.	Accessibility to PE policy to include information regarding afterschool clubs, sporting competitions and swimming lessons. Liase with Tees Activ when swimming lessons are upcoming. Additional modified sporting sessions during lunch times/after school.	PE lead SENCO	On-going
Adaptation of lesson plans and provision so all pupils can participate in lessons.	Teachers adapt the lessons to enable all children to access the curriculum like their peers.	CPD has been provided by the SENCO focussing on evidence informed practice, including the use of technology, scaffolding and differentiation. Further CPD and monitoring to be provided. SEN provision to continue to be monitored through lesson walks, book looks and pupil voice surveys. SEN provision to be a focus on the School Improvement Plan.	Leadership SENCO	On-going
Use of laptops/technology to ensure children can access the curriculum.	Some children have been advised to use a laptop by the Educational Psychologist/Occupational Therapist due to poor hand/wrist strength and poor letter formation.	Monitor the impact of the use of laptops for identified children. Application to charity/Local Authority for additional funding to	SENCO	On-going

		provide technology in addition to the whole school technology allocation.			
Accessible assessments	standardised	Standardised assessments that usually occur termly are accessible for all children and allow children to demonstrate their knowledge regarding that given topic/subject, and not a focus on handwriting/letter formation.	Training to be provided to teaching and support staff to make them aware of how to make standardised assessments accessible for all, ensuring adaptations are in accordance with accessibility guidance set out by the DfE – this to include training for use of word processors, readers and scribing. Accessibility arrangements to be outlined on all IEPs throughout the different year groups.	SENCO Assessment lead	Autumn 2023
Access for children who have EAL		The St. Joseph 'Guide to EAL' document is distributed and followed by staff who are involved with the teaching of children who have EAL. This outlines the process and the assessments that are to be followed when a child who has EAL starts our school. Arrangements are made to the delivery of the curriculum and to communicating instructions to ensure the child's first language are incorporated. This could be through translated information, picture prompts and signage around the environment.	Distribute the Guide to EAL document to all staff and provide CPD. Create a central bank of resources on the shared system that all staff can use. Download and distribute Bell Foundation assessments to ensure children are being assessed appropriately.	SENCO Class teacher	On-going

Accessible educational visits and extra-curricular activities	<p>All educational visits and extra-curricular activities are planned to ensure they are accessible for all. Class teachers ensure all children can attend the class school trip.</p> <p>Necessary risk assessments and provision would be put in place for children who may have ambulatory, dexterity, visual, auditory and comprehension disabilities. This would be in line with an external professional reports, EHCPs and/or IEPs.</p>		<p>Enrichment lead</p> <p>SENCO</p> <p>Class teacher</p>	On-going
Uniform adaptations	<p>Children identified with ambulatory, dexterity and visual, auditory may require an adapted uniform, such as supported boots, polo tops and elasticated ties. This is planned in within their IEP and listed on the internal Accessibility register.</p>	<p>Ensure accessibility register is up to date.</p>	SENCO	On-going
Access to the physical environment – See guidance note 2				
Number of floors	<p>The school is built upon two levels and has varying corridor widths.</p>	<p>Bespoke arrangements are made to ensure that children with a disability would be able to access their classroom, dining hall, playgrounds and other areas of the school. Due to the lack of lift, classrooms would be allocated downstairs.</p>	Leadership and SENCO	On-going

		<p>There are ramps to access the building and an accessible toilet is available.</p> <p>Extra time and support would be given to children who need additional support to move around the building.</p>		
Corridors, doors, rooms and classrooms	<p>All corridors, rooms and classrooms are suitable in size to accommodate wheelchair access and manoeuvring. Most furniture is not fitted to the rooms and therefore can be rearranged to suit the needs to the individual.</p> <p>The site manager, cleaners and school staff are proactive in ensuring that corridors remain clear of obstructions.</p>	<p>Site manager to maintain site checks to ensure that all areas are clear of obstruction and spillages at all times.</p> <p>Lunchtime and kitchen staff to maintain dining rooms and kitchen checks to ensure all areas are clear of spillages.</p>	<p>Site manager</p> <p>Cleaning staff/Lunchtime and Kitchen staff</p> <p>Teaching and support staff</p>	On-going
Flooring	<p>Most floors are carpeted with carpet tiles with low door bars that wheelchairs would be able to go over and would not cause an obstruction to those with visual impairments.</p>	<p>Cleaners and school staff to ensure floors are clear of obstructions and spillages.</p>	<p>Cleaning staff</p> <p>Teaching and support staff</p>	
Lighting	<p>All rooms and corridors are well lit with lighting that does not provide bright glares, nor is uncomfortably bright.</p>	<p>Site manager to ensure bulbs are changed promptly when starting to flicker or when no longer work.</p>	<p>Site manager</p>	On-going
Stairs leading to the upper floor in KS2	<p>The school does not have a lift or stair lift to access the upper floor of KS2.</p>	<p>Classroom allocation is flexible and reviewed yearly once class lists are decided. A child's class would be allocated to a downstairs room if</p>	<p>Site manager</p> <p>Cleaning staff</p> <p>External Support</p>	On-going

	Each step leading upstairs have been widened due to their narrow structure and handrails are fitted either side to assist children with dexterity and/or ambulatory disabilities can safely use the stairs.	needed. No other school resources or provisions are located upstairs. Continue with regular maintenance checks to ensure step extensions are secure. Continue to check and clean stairwell area to ensure they are free from obstructions and spillages		
Entrances & Reception	Entrances to the school are either flat or ramped and all have wide doors.	All staff, including cleaning staff and site manager, to ensure entrances and the reception area are free from obstructions and spillages.	All school staff	On-going
External Ramps & Steps	The main entrance to the School has access via a flat path and other entrances have ramps.	A portable ramp could be purchased to be an additional support at one of the exits of the Class 3/4 and KS2 corridors and the fire exit doors of the main hall. Site manager to ensure ramps are structure safe.	Finance & Operations Manager	Summer 2021
Toilets	The School has disabled toilets sited at a central location within the school.	Maintain cleanliness of the facilities	Cleaners Site manager	On-going
Fire drills and means of escape	The School has internal emergency signage and escape routes are clearly marked.	Checks and monitoring to continue. Regular fire drills to continue	All school staff Site manager External Support	On-going

	<p>Fire doors are located throughout the school.</p> <p>Staff are fully aware of fire evacuation protocol and regular drills take place. Fire drill information can be found in every classroom.</p> <p>Some staff members have been allocated the role of Fire Wardens.</p> <p>Fire alarms are audible and visual in classrooms, corridors, offices and toilets.</p>	<p>Personal Emergency Evacuation plans to be written and shared for identified children, including those with hearing impairments.</p>	<p>SENCO</p>	
<p>Fire drills and means of escape – Audible disabilities</p>	<p>School staff are fully aware of children with audible disabilities, including those with cochlear implants and radio aids.</p> <p>Staff have a plan of what needs to happen an alarm is sounded and an evacuation is needed.</p> <p>Staff are fully aware of how to use the necessary audible equipment which can include audio loops and radio aids.</p> <p>Hearing impairment service has provided training on the using and maintaining of hearing impairment equipment and what to do in case of an emergency.</p>	<p>Regular fire drills to continue</p> <p>Personal Emergency Evacuation plans to be written and shared for identified children, including those with hearing impairments.</p>	<p>SENCO</p> <p>Class teacher</p> <p>External support</p>	<p>On-going</p>

	Fire drills and evacuations drills occur regularly to practice.			
Access to information – see guidance note 3				
Accessible information	<p>Arrangements can be made for all information for staff, parents and children can be converted into simple language, pictorial symbols or large print. Information can also be converted to an audiotape if necessary. Adapted information for parents and carers can be requested from the school office.</p> <p>For children with dyslexia or visual impairments, information that they require, or information shared during lessons can be printed on coloured paper, made larger, involve wider line spacing or be edited to include symbols.</p> <p>ICT facilities, including computers, printers, interactive whiteboards and laminators, are available throughout the school for teachers, support staff, leadership and office staff to produce information and convert information to suit the needs of the individual.</p>	<p>Ensure all staff know information can be altered, even for parents.</p> <p>Discuss ways information can be altered to suit the needs of children during future SEND CPD.</p>	<p>Class teacher</p> <p>SENCO</p> <p>Parent Support Advisor</p> <p>Office staff</p>	On-going

	During lessons, visualisers, iPads, printed information and interactive boards are used to present information in different formats to suit the child's age, ability and needs.			
Accessible information and signs – EAL	<p>Signage and information around the classroom/school will have converted languages underneath to match the current foreign languages prevalent in school.</p> <p>Translators can be contacted using Everyday Language Solutions charity for communication between school staff, child and parents.</p> <p>If needed, letters, texts and any other information shared with parents can be translated by the office staff and class teachers using translating website, such as Google Translate.</p>	Information and signs around classrooms and around the school to be accessible for children with EAL. Classroom displays and signs are amended to suit the language of the child.	SENCO	Autumn 2023
Accessible website	All information on the website is available in paper form, where font, size and colour can be adapted, from the school office upon request.	Speak with the IT department to explore the addition of translation and audio reading features to be added to the school website.	SENCO Internal IT/Website team	Summer 2023

Signs	Fire exit signs and toilet signs are accompanied with a pictorial symbol and are displayed with neon colours to ensure all recognise them.	Create pictorial signs for more areas around the school.	SENCO	Summer 2023
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Guidance Note 1 – Access to the curriculum

- ✓ How does the school enable all pupils to have access to the full curriculum without hinderance including PE, drama and music?
- ✓ How do staff adapt lesson plans so that all pupils can participate and reach their full potential?
- ✓ How does the school ensure that all pupils have access to extracurricular activities and are able to participate in school trips?

Guidance Note 2 – Access to the physical environment

- ✓ How has the school made sure that access routes, entrances (including reception), doors and corridors are wide enough for wheelchair users and those with ambulatory difficulties to have room for manoeuvre? Are ramps and power assisted doors used where appropriate?
- ✓ Are accessible toilet and changing facilities available for people with disabilities?
- ✓ How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls, classrooms, staff rooms and offices and to have adequate room to manoeuvre?
- ✓ How has the school made sure that floors & lighting are suitable, and that tactile signs are used for those who are visually impaired or who have physical disabilities?
- ✓ How does the school make sure pupils with hearing impairments are notified when the school bell rings and are induction loops and couplers provided?
- ✓ Are means of escape fully accessible including from upper floors and is the fire alarm visual as well as audible including inside toilets.

Guidance Note 3 – Access to information

- ✓ Are relevant areas of the school clearly signed for those with visual impairments and disabilities, such as autism or dyslexia?
- ✓ Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils who may have difficulty with standard forms of printed information?
- ✓ Do you have the facilities, such as ICT, to produce written information in different formats?
- ✓ Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?

- ✓ How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?