



Bishop
Hogarth

Catholic Education Trust

Accessibility Plan
St Joseph's Catholic
Primary School



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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

Possible Issue	Action to be taken	Lead	When	Outcome
Quality first teaching – inclusive to all Information for teachers and teaching assistants on differentiating and personalising the curriculum for pupils with additional needs	Staff meetings. Through monitoring and SENDCo discussions. Liaising with external companies CPD provided to staff members if required Training for teachers on differentiating the curriculum	Headteacher / SENDCo / External agencies	ongoing	Increased access to the curriculum and greater academic progress for SEN pupils. Lesson observations show that all pupils make progress. Staff members have the skills to support pupils with SEND
Pupils with SEND cannot access lessons	Follow recommended guidance form professionals Provide tablets and other adjustments recommended for pupils with SEND when necessary	Headteacher, ICT manager, SENCO	Ongoing dependent on need	Pupils with SEND can access lessons
School physical environment accessibility.	Audit of physical environment Room allocation for year groups rearranged to accommodate specific need	Headteacher / SBM /	When necessary	School is aware of accessibility barriers to its physical environment and will plan to address them when required

Planning duty 2: Physical environment

Possible Issue	Action to be taken	Lead	When	Outcome
Ensure disabled parking spaces are available for those parents and carers who require them	Designated carparking spaces to be kept clear for disabled badge holders	Office Staff	Ongoing	School are able to deliver information to all pupils and parents with disabilities.

Planning duty 3: Information

Possible Issue	Action to be taken	Lead	When	Outcome
School to inform relevant staff the needs of the children	Sen details kept UpToDate and translation information and meetings with the SENCO ensure good sharing of information to support the needs of the child.	SENDCO	Ongoing and at key transition points	Child's needs are met and school are fully informed about the child. working with the child