

UPDATED FEBRUARY 2020  
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# **ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL**

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## ACCESSIBILITY POLICY

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### **Vision and Values**

St Joseph's RC School expects all students to be able to participate and achieve in every aspect of the life of the school.

As a school, we are committed to inclusion and to equal opportunities for all of our students in respect of access to the requirements of the National Curriculum and entry for examination courses.

The school will set suitable learning challenges for all students in response to their diverse needs. We recognise the varying needs of pupils with a disability and a special educational need. We will seek to identify and then put in place strategies to overcome potential barriers to learning for individuals and groups of students.

We firmly believe that every child who joins our school community will be welcomed and valued regardless of sex, race, belief or physical disability.

### **Document Purpose**

This policy reflects the values and philosophy of St. Joseph's RC School in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DCSF.

### **Definition of Disability**

According to the act:

A 'disabled person is defined as someone who has a physical or mental impairment. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan is a statutory duty. It sets out how the governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three 'key' areas

Increasing the extent to which disabled pupils can participate in the school curriculum  
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

The plan is to be reviewed and updated at least every three years.

St Joseph's RC Primary School is committed to equal opportunities and inclusion. This accessibility plan is not a 'stand alone' document but should be considered alongside the following school policy documents:

Single Equality Policy

SEND Policy

SEND local offer

Child Protection and Safeguarding Policy

Health and Safety Policy

Staff related policies e.g. risk assessments, return to work

## **Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

## **Principles**

Compliance with the DDA is consistent with the school's aims and single equal policy, and the operation of the school's SEND policy;

The school recognises its duty under the DDA (as amended by the SENDA)

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

## **Pupil Information**

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum, including:-

setting suitable learning challenges responding to pupils' diverse learning needs overcoming potential barriers to learning and assessment for individuals and groups of pupils.

**All students with disability have full access to the mainstream curriculum.**

St Joseph's has close relationships with the Educational Psychology team and can support the youngest children in transition arrangements into Nursery or Reception. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with SEND. Working with the SEN team, outreach services, health professionals and the Educational Psychology service, the SENDco manages the EHCP process, ensuring additional resources including staffing, are allocated where appropriate through top-up funding.

The school's family and inclusion support advisor also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Advisory teacher for hearing impaired children
- Physiotherapists
- Occupational therapists
- Speech and Language therapists
- Educational Psychology service
- CAMHS
- GPs and Paediatricians
- School Nursing Service

Pupils are encouraged to participate in a wide range of extra-curricular activities, but ultimately the choice is the pupils. Adaptations are made to ensure that all extra-curricular activity is accessible.

All pupils with a disability are set challenging curriculum targets to ensure they achieve their full potential. Adaptations are made within each classroom, as appropriate, to ensure there are no barriers to learning.

Key members of staff have a wide range of training and experience of working with children with a varied range of needs and will attend training for any new needs as they occur, including : hearing impaired, physical disability, Specific medical conditions including asthma, eczema, ADHD, and epilepsy.

Specific learning difficulties including dyslexia, dyspraxia, dyscalculia, autism speech language and communication needs, emotional difficulties.

**Consultation**

## **Pupils**

All pupils with any disability are consulted regularly to ensure there are no barriers to them taking a full and active part in the curriculum. Any issues raised are addressed immediately, in consultation with parents and school staff.

## **Parents**

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

Consultation takes place with all parents during Parents' Consultation evenings and SEND review meetings.

These discussions help to inform our planning within school. Parents are also welcomed and encouraged to contact school to discuss potential issues or concerns.

There is also liaison with external agencies and the Local Authority where appropriate.

## **Increasing the extent to which disabled pupils can participate in the curriculum**

The school liaises with all relevant agencies and support services where appropriate to enhance the access for students to the curriculum.

All SEND pupils are currently able to access all parts of the curriculum without the need for specialist support. They access the curriculum in a way that all other students in the school do, i.e. in a mixed ability grouping with the need for teachers differentiating work/TA support. 1:1 support is given to meet additional learning and physical needs, as appropriate.

All of the pupils with SEND are fully integrated within the pastoral and social life of the school, having established and developed good relationships and friendships with other students and staff.

## **Improving the physical environment**

Physical alterations to the environment of the school enable SEND pupils to access the curriculum. Ramps and wider doors are provided to ensure full disabled access. A disabled toilet is available for use in school, with TA support given, as required.

Close liaison with parents and support services enables prompt planning for all events requiring special consideration for SEND pupils.

The school recognises also that there are many pupils and staff who have impairments that would not be officially classified as such but which nevertheless need to be considered, e.g. vision – ensuring that the edges of steps completely visible for all, much of which is covered by H&S consideration.

## **Improving the delivery of information that is provided in writing for all pupils**

In order to improve the delivery of the curriculum to all pupils, the school will consider such issues as:

The layout of worksheets/handouts  
Use of pastel coloured paper in place of white  
Use of enlarged texts, including exam papers where appropriate

The layout and size of timetable information  
The suitability of textbooks  
The use of homework diaries

In considering the relaying of information to parents, the school will consider aspects such as:

The type and size of font used on letters  
The need to possibly translate letters into another language  
The format of reports, e.g. the use of Braille.

### **Management, Coordination and Implementation**

The overall responsibility for the school's accessibility plan lies with the Governing Body of St Joseph's RC School. However, all staff within the school need to understand the duties in the DDA and their role within it. This includes the Headteacher, learning support assistants, class and subject teachers, dinner staff, the SENDCo, the premises manager, curriculum coordinators, administrative staff and, of course, the Governors.

Currently there are two classrooms on the upper level of the school that are inaccessible to wheel chair users but class allocation can be adjusted so these classrooms do not need to be available to disabled users.

There are no push button entrances and some of the doors would be difficult to manoeuvre for wheelchair users.

In addition, the environment is continually enhanced through the school's building maintenance and re-decoration programme.

Currently, the Governors are satisfied that there are no obstacles to any of our current students accessing the curriculum. In light of this, the Governors do not believe that there is any necessity at this stage to embark upon major physical alteration. Nevertheless, this situation is constantly kept under review by the SENDCo and the Head teacher through their liaison children and parents. They will in turn inform the Governors' Governing body of any change in circumstances immediately. As a routine monitoring tool, the issue will be discussed at least annually.

## Current actions

Objective	To do	How	When	Success criteria
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 Liaison with external agencies supporting the child	On going	Increased access to the curriculum and greater academic progress for SEN pupils. Lesson observations show that all pupils make progress.
Ensure disabled parking spaces are always available for those parents and pupils who require them.	Designated parking space in main car park very obvious and kept clear for disabled badge holders.	Headteacher and office staff to monitor.	Ongoing	Disabled badge holders always able to access disabled parking when required. Prompt action taken for users who do not park appropriately.
Improve availability of written material in alternative colours fonts	School to be aware of children where coloured backgrounds/ overlays may aid better access to the curriculum	SENCo research and discusses with services	Ongoing	School able to deliver information to all pupils and parents with disabilities