

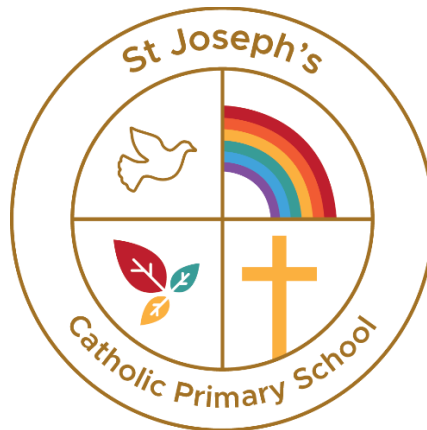


**Bishop  
Hogarth**

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

Issue	Action to be taken	Lead	When	Outcome
Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Autumn 2023	Management and teaching staff are aware of the accessibility gaps in the curriculum
Staff members do not have the skills to support pupils with SEND	<p>INSET provided to staff members</p> <p>Training for teachers on differentiating the curriculum</p> <p>Specialist training for SEND teacher to enhance school expertise on up to date staff strategies to be used across a range of disabilities relating to Social, Mental and Emotional Health (SEMH)</p> <p>Staff trained to meet individual medical needs of pupils, where applicable.</p>	Headteacher, external advisors, SENCO	Autumn 2023	<p>Staff members have the skills to support pupils with SEND</p> <p>Effective strategies will be put in place to support pupils with SEND, especially Cognition and Learning and SEMH</p>
School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process, including the necessary supervision and training for pupils with SEND and medical needs	Teachers, SENCO	Ongoing	<p>Planning of school trips takes into account pupils with SEND</p> <p>Risk assessments undertaken and practical arrangements made where possible to enable safe participation</p>

Pupils with SEND cannot access lessons	<p>Provide tablets and other adjustments for pupils with SEND</p> <p>Train support staff to deliver the intervention scheme such as Read Write Inc</p> <p>Weekly staff meetings take place and assess / address pupil needs</p>	Headteacher, ICT manager, SENCO	Autumn 2023 / ongoing	<p>Pupils with SEND can access lessons</p> <p>Pupils requiring additional support are identified and supported. Exam access arrangements are put in place and into practice to support pupils with SEND.</p>
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### Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Management does not know if the school's physical environment is accessible	Audit of physical environment	H&S Manager	Autumn 2023	<p>School is aware of accessibility barriers to its physical environment and will make a plan to address them</p> <p>Where access to the second storey is an obstacle, delivery will be moved to the first storey library room.</p>
Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	SBM, Head Teacher	As required	
Learning environment of pupils with hearing impairments is not accessible	To investigate / research options for providing hearing impaired pupils with an alert device which will notify them of an emergency when needed, e.g. fire, lockdown	SBM	As required	

Pupils with physical disabilities cannot evacuate the school building	Develop Personal Emergency Evacuation Plans (PEEPs) for specific pupils  Staff informed who they responsible for in an emergency situation	SBM / Head Teacher	As required	
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### Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures	SENCO, ICT manager	Autumn 2023	School is aware of accessibility gaps to its information delivery procedures
School does not know how to make written information accessible	Schools to seek advice from external advisors	SENCO	As required	School is aware of local services for converting written information into alternative formats
Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats  Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	As required	

	Written information is printed on A3 paper using extra large font for visual impairment			
School website is not accessible to children with SEND	Audit of website to ensure that there is ease of access to the information and that the information	ICT manager	Spring 2024	New website launched Spring 2024

### 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 that have disabilities, both inside its buildings and on its grounds.

### How to use this audit

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 Primary School	9 November 2023

Audit completed by	Role
Mrs Kirsty Evans	Headteacher

### ACCESS AUDIT

Feature <i>For example:</i>	Description / Comments	Actions to be taken	Person(s) responsible	Date to complete actions by
<b>Access to the curriculum – See guidance note 1</b>				
Learning aids	Relevant resources available to pupils to support them in accessing the curriculum.	Resources from whole school training/ advice from professionals made available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	SENDCo	Ongoing
Learning support meetings	Termly learning support meetings to take place to assess and address pupil needs.	Termly meetings to take place between class teacher, SENDCo. Termly support plans created and reviewed.	SENDCo	Termly
Training	Training for teachers on differentiating the curriculum.	Teachers are trained on how to adapt the curriculum for pupils as required.	SENDCo Headteacher	Ongoing
Training	Intervention training for support staff	Support staff are trained on relevant intervention programmes to support pupils in areas of need, e.g. speech and language	SENDCo Headteacher	Ongoing
Training	Staff trained to meet individual medical needs of pupils.	Staff are medically trained to meet the needs of pupils where applicable, e.g. diabetes	Headteacher	Ongoing
<b>Access to the physical environment – See guidance note 2</b>				
Corridors	All corridors are suitable in size to accommodate wheelchair access. Ensure that corridors remain clear of obstructions.	Caretaker to maintain site checks to ensure that all areas are clear of obstruction and spillages at all times.	All staff Caretaker	Ongoing

Car Park	Dedicated disabled parking bays in car park.	Monitor disabled bays and ensure that they are used for their intended purpose.	Leadership Caretaker	Ongoing
Exterior of school	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Caretaker to maintain site checks to ensure that all areas are clear	Leadership Caretaker	Ongoing
Entrances & Reception	Entrance to the school is flat and has wide doors.	Caretaker to maintain site checks to ensure that all areas are clear of obstruction and spillages at all times.	Leadership Caretaker	Ongoing
External Ramps & Steps	The main entrance to the school has a mobile disabled ramp leading into the main reception of the school.	Caretaker to maintain site checks to ensure that all areas are clear of obstruction and spillages at all times.	Leadership Caretaker	Ongoing
Toilets	The school has a disabled toilet.	Maintain cleanliness of the facilities	Caretaker	Ongoing
Internal signage	The school has internal directional signage identifying key areas.	Clear signs put up in relevant areas of the school.  Once installed, check and monitor regularly.	Leadership Caretaker	Summer 2022 Ongoing
Means of escape	The school has internal emergency signage and escape routes are clearly marked.	Checks and monitoring to continue.	Leadership Caretaker	Ongoing
Emergency lighting (internal and external)	The school has internal and external emergency lighting to provide clear and well-lit access.	Checks and monitoring to continue.	Leadership	Ongoing

			Caretaker	
<b>Access to information – see guidance note 3</b>				
Printed information for pupils	Printed information can be made available in relevant formats for pupils: • Large print • Braille • Symbols • Audiotape	ICT facilities are able to print information in relevant formats. Staff trained on how to print information in relevant formats.	Leadership	As required
Written information	Written information is available in different formats on request.	All staff and parents are made aware of services available for requesting information in different formats. Admin staff trained on how to access information in different formats.	Leadership	As required
Signage	Ensure signage is suitable, clear and well situated for those with visual impairments and disabilities.	Clear signs put up in relevant areas of the school.  Once installed, check and monitor regularly.	Leadership  Caretaker	Ongoing

### **Guidance Note 1 – Access to the curriculum**

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

### **Guidance Note 3 – Access to the physical environment**

1. 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?
2. Are accessible toilet and changing facilities available for people with disabilities?
3. 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?

4. 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?
5. How does the school make sure pupils with hearing impairments are notified when the school bell rings and are induction loops and couplers provided?
6. 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**

1. Are relevant areas of the school clearly signed for those with visual impairments and disabilities, such as autism or dyslexia?
2. 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?
3. Do you have the facilities, such as ICT, to produce written information in different formats?
4. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?
5. How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?