



# St. Joseph's Catholic Primary School

## Accessibility Plan

<b>Approved by:</b>	Governing Body	<b>Date:</b> May 2021
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## 1. Mission Statement

St. Joseph's Catholic Primary School is a community and the school's mission statement informs all that we do.

We are:

- **A welcoming school,**  
where everyone cares for and respects each other.
- **A learning school,**  
which inspires creativity and challenges through guidance and encouragement all members of the community to learn and aim to be the best they can be.
- **A vibrant school,**  
which celebrates its variety and creativity and seeks to meet the needs of each person by working together in this ever changing world.
- **A holy school,**  
where prayer and worship are valued and we the community serve as a living witness to the Gospel of Jesus Christ

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### 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.

We have included a range of stakeholders in the development of this accessibility plan.

## **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.

## **3. Access to Physical Environment**

### **Wheelchair Accessibility**

All areas of the school are wheelchair accessible.

The school has a lift in each building which can be used by children with particular medical needs and/or disabilities, always accompanied by a member of school staff.

The lift cannot be used when there is an emergency evacuation or an evacuation practice.

The Evacuation Chair is used instead and key staff have had training in how to use this. A Personal Emergency Evacuation Plan is written for children who may need special assistance in the event of an evacuation.

For children with physical needs who need to follow individual exercise programmes, we have special exercise mats to lessen the impact of our wooden hall floors.

There are accessible toilets on all ground floors. There are two medical rooms in the school, one in the Upper Phase building and one in the Lower Phase building which can be used to administer medication and for changing. There are showers in the Nursery, Lower Phase and Middle Phase buildings. First aid supplies, personal care items and some larger items of special equipment can be securely stored in either of the Medical Rooms.

Where specialist equipment is required to enable access for children with disabilities, the Inclusion Leader will liaise with OT Services to ensure this is made available.

### **Accessibility for Deaf and Hearing Impaired Users**

Some larger classrooms and common areas of the school have special ceiling panels which help to decrease noise levels. This supports all children and especially those with hearing impairments and some children who are sensitive to noise.

Some larger classrooms have soundfield systems (microphones and amplifiers) which help all children to hear what the teacher is saying no matter where they are in the classroom.

They help children to pay attention and listen carefully. Radio aids are available through the

Ealing SEND Services; these can also be used through the soundfield system and members of staff would be trained to use them.

For children with hearing impairments and/or children who are sensitive to noise, 'ear-defenders' would be made available.

For hearing aid wearers, spare batteries and hearing aid maintenance kits would be readily to hand with spare kits kept in the Inclusion office.

### Accessibility for Visually Impaired Users

Classrooms have blinds which are used to try to reduce glare on interactive whiteboards.

### Accessibility on Trips and Residential Visits

All educational trips and visits planned by the school are fully accessible. Prior to each visit, risk assessments are carried out to check accessibility and plan adjustments where necessary to enable access.

In Year 6, children have the option of taking part in a residential visit. The centre has a hoist, changing bed and accessible shower for wheelchair users, and it is possible for activities at the centre to be tailored by school staff to meet the needs of all children, and allow those with disabilities to access them.

## 4. Action Plan

	Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Short Term</b>	To review all statutory policies to ensure that they reflect inclusive practice and procedure in order to comply with the Equality Act 2010	Policies reviewed by governors on an annual basis	Annually	Head Teacher School Governors	All policies clearly reflect inclusive practice and procedure
	Ensure all staff are aware of changing needs of all children	SEND Updates	Ongoing and as required	Inclusion Manager	Raised awareness of SEND needs in the school
	Ensure Class Teachers and Teaching Assistants have relevant training to match needs of individual pupils	Staff Appraisal  In House training Specialist Training e.g. Speech and Language Therapy services	Ongoing and as required	Inclusion Manager	Increased confidence of Class Teachers and Teaching Assistants in supporting needs of children within curricula context
	Ensure all Teaching Staff are confident in being able to assess attainment for children working	Staff Appraisal Pupil Progress Meetings  Team Meetings sharing good	Ongoing and as required	Class Teacher Senior Leadership Team	Assessment Data for children working below age expected outcomes

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
	below age expected outcomes and be able to plan, adapt and differentiate the new national curriculum	practice, moderating work and reviewing planning  CPD for all staff - In House training e.g. SIMS/Agreed key skills for end of year outcomes in all year groups		Head Teacher Leadership Team Senior Leadership Team	clearly detailed on SIMS every term Weekly plans indicating adaptations and differentiated activities
	To ensure full access for all children to the curriculum	CPD for all staff - Specialist advisory teachers/support  Specialist equipment  Differentiated teaching resources	Ongoing and as required	Inclusion Manager  Team Leaders	Advice taken and strategies evident in classroom practice.
	To continue to develop close liaison with parents	Parent Meetings and advisory sessions	Ongoing and as required	Inclusion Manager  Team Leaders	Clear collaborative working approach
	To liaise with parents and Early Years Providers of children new to Nursery and Reception providers to ensure a successful transition in September	To identify pupils who may need additional to or different from provision for September Intake	Summer Term when confirmed details are available	Inclusion Manager with Lower Phase Leader	Successful transition of children into their new setting in September
	To ensure close liaison with outside agencies for pupils with on-going health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing and as required	Inclusion Manager Outside agencies	Clear collaborative working approach

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Medium Term</b>	To continue to promote pupil voice across all areas of the curriculum	Pupils attending reviews of individual provision map meetings/annual reviews	Termly/annually	Inclusion Manager Class Teacher	Annual Review/ Individual Provision meetings automatically attended by pupils
	Ongoing review of attainment of all SEND pupils.	Class Teacher  Pupil Progress Meetings  Regular liaison between class teacher and parents to review individual provision maps  Review of individual provision maps by Inclusion Manager/Class Teacher/Team Leader	Termly	Head Teacher Leadership Team Team Leaders Inclusion Manager Class Teacher	Individual Provision Maps shows clear steps and progress made
		Software for the visually impaired Sticky keys and filter keys to aid disabled users in using a keyboard			
	To promote the involvement of disabled students in classroom discussions/activities	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate):- Variety of learning styles and multisensory activities evident in planning and in the classrooms. Wheelchair access	Ongoing	Head Teacher Leadership Team Team Leaders Inclusion Manager Class Teacher	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are
	Continue to improve Audio Visual methods for learning	In House training Specialist Training	Ongoing	Head Teacher Leadership Team Team Leaders	Audio visual learners needs improved

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
				Inclusion Manager Class Teacher	
	Ensure all out-of-school activities are planned, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	Ongoing	Head Leadership Team Team Leaders Class Teachers	All out of school activities are accessible to all disabled pupils
<b>Long Term</b>	To evaluate and review the above short and medium term targets biennially			Head Teacher Leadership Team Team Leaders Inclusion Manager Class Teacher	All children making at least good progress.
	Ongoing updates to the Governing Body	Inclusion Governor / Manager meetings	Biennially	Inclusion Manager Inclusion governor	Governors fully informed about Inclusion provision and progress



## 5. Access to Information

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Short Term</b>	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing and as required	Office Staff	The school will be able to provide written information in different formats when requested for individual purposes