



St Joseph's Catholic Primary School

Following in the footsteps of Jesus, we live, love and learn'

Accessibility Plan

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

St Joseph's Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The St Joseph's Catholic School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Critical Incident Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Premises Committee

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

See Appendix for action plan (reviewed annually by HT/SBM/SLT)

Approved by Governors February 2018

Reviewed February 2021

Governor Committee responsibility: Premises

St Joseph's Catholic Primary School Accessibility Action Plan September 2016-2018

Improving Physical Access	Item	Acknowledgement/Recommendations	Timescale	Priority	Cost	RAG rated
1	Disabled parking	Space is provided on school car park, ensure these are always kept free	immediate	high	none	
2	Wheelchair access to building	Access available to all three entrances to building. Lift fully operational and serviced annually	immediate	high	None	
3	Changing and shower facilities	Disabled toilet accessible with a shower. No changes needed	immediate	high	None	
4	Corridors	Corridors are clear - this needs maintaining	immediate	high	none	
5	Garden of Eden	Paths building to enable access across field to GoE	Spring 2018	low	£1000	
6 Summer 2017	Changing facilities	Changing table needs providing	Sept 2017	high	None - provided by LA	
Curriculum						
1	Differentiation in teaching	SLT to monitor quality of differentiation and provision for SEND pupils	Ongoing as per monitoring and evaluation schedule	high	none	
2	PE	Where possible use of equipment accessible to all children in addition to balloon balls/scarves etc	ongoing	high	Dependant on any specialist	

		Dependant on age and need			equipment needed	
3	Specialised equipment	All chairs, walkers etc to be checked by class teachers of children. If any faults noted HT/SBM informed	ongoing	high	Provided by LA	
4	Children requiring more support	1-1 support is always provided in cases of great need regardless of EHC plan in place	When appropriate	high	According to hours	
5	Medical needs	Staff training is always provided on a needs basis	When appropriate	high	Depends on provider - usually no cost	
6	Resources	Specialised resources will be purchased on a needs basis	When appropriate	high	variable	
7	Speech and language	A specialist TA for speech and language in school. This enables any recommendations by S&L Therapist to be carried out on a daily basis.	Daily/weekly	high	Variable to need	
8	School visits	All SEND children will be included on educational visits. Risk assessments will be put into place and pre visits will be carried out if appropriate.	When appropriate	medium	None to school	
Outside Providers						
1.	Specialist teacher	Bought in on a monthly basis to work 1-1 with certain children and leave recommendations.	monthly	medium		

2.	Alternative therapy services/ education Psychologists	If needed school works with other agencies to provide assessments and reports to support us in delivering an inclusive curriculum/satisfy needs of individual children	When appropriate	medium	As per cost of individual organisations	
Delivery of written information						
1	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		N/A	
2	Review documentation on website to check accessibility for parents with English as an additional language	The school will review formats published on school website - particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language	ongoing		N/A	
Checks	Type	Personnel involved	Date	Priority	Cost	
1	Environmental audit	LA Physical difficulties specialist inclusion teacher	June 2016	high	£250	
2	Premises check	SBM/Governor	Nov 2017	medium	none	
3	Premises check	HT/SBM	Jan 2018	medium	none	