



St Joseph's Catholic Academy.

## **Accessibility Plan 2019-2022**

As noted in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, all schools must make reasonable adjustments in order to increase access for disabled pupils to the curriculum, the physical environment and to information, in order to prevent discrimination, to promote equality of opportunity and to foster good relations.

## **Mission Statement:**

### **Policy Mission Statement**

St Joseph's Catholic Academy is an inclusive school that values the abilities and achievements of all its students, inclusive of gender, ability or circumstance, and is committed to providing the best possible learning environment for every student. All students are expected to become individual learners and fulfil their potential.

It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters for the needs of every individual student. We are committed to inclusion within the school curriculum and participation in all aspects of school life. St Joseph's adopts a 'whole school approach' to Special Educational needs and Disability. All staff work together to ensure inclusion of all students. We are committed to ensuring that all

At St Joseph's Catholic Academy, we are committed to developing a culture of inclusion, support and awareness within the school.

St Joseph's Catholic Academy, in accordance with the Equality Act 2010, defines a person has a disability if:

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

The following accessibility plan has been produced using guidance from the Equality Act 2010, in order to ensure St Joseph's Catholic Academy does not discriminate against a pupil in the way it provides education for the pupil (including participation in the school's curriculum), access to the facility and access to information.

The Accessibility Plan shows how access is provided for disabled pupils, staff and visitors to the school, in addition to anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant actions to:-

- Increase access to the curriculum for pupils with a disability, in addition to altering the curriculum as necessary and practicable, to ensure that pupils with a disability are as equally prepared for life (as stated in the duty of the school under the Equalities Act 2010).
- Quality first teaching where teaching and learning is monitored and reviewed in addition to the development of a wider curriculum along with extra-curricular activities.
- The provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe and setting.
- Access to the physical environment
- Provide delivery of written information to pupils, staff, parents and visitors with disabilities.

This Accessibility Plan is not a standalone document and should be read in conjunction with other school policies and documents. Where appropriate this document will be reviewed in consultation with the Local Authority, relevant experts and the Diocese.

## **Aims**

- Increase access to the curriculum for pupils with a disability
- Maintain access to the physical environment
- Improve the delivery of written information to pupils

## **2. Current good practice**

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments and where possible pupils. Data is constantly reviewed with parents/carers of pupils on roll to ensure alterations are accurate and needs are addressed.

### **Physical Environment**

All pupils are given the opportunity to participate in a range of in-class and extra-curricular activities where appropriate. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; however adjustments are made to allow participation where practicable. Access to all areas of the school is good as most areas have wheelchair access; disabled pupils have the use of lifts and disabled toilets are available.

### **Curriculum**

Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. This may require for example but not exclusive to additional practical aids including access to IT, alterations in delivery and access to assessment aids such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the pupil, parents/carer and the relevant teams supporting the pupil.

### **Information**

As the majority of information is directed home via pupils, it may be necessary that different forms of communication are made available to enable all SEND pupils and their parents/carers access the information in a format appropriate to them. This will be discussed with all parties involved. Pupil and parent voice is important to St Joseph's Catholic Academy in order to provide a platform for all involved in the care of the pupil to express their views and to hear the views of others. Access to information is therefore discussed, planned and reviewed with a range of different formats available for disabled pupils, parents and staff.

### **3. Access Audit**

St Joseph's Catholic Academy comprises of a three Storey main building with open spaces and corridors. One part of the building compromises of the 'old school' and joins the new build. There are 2 entrances from Mill Lane. The pupil entrance doors are automatic and operate on a timer lock. Each floor of the main building has a disabled toilet and a lift provides access to all floors. All of the disabled toilets are fitted with a handrail and a pull emergency cord. There are also disabled access toilets within designated toilet blocks. These have handrails and wide doors. The Main hall is on the ground floor and is accessible to all. The Law and Psychology departments are accessible to wheelchair users, however, they must go through an art room to access that part of the building.

At St Joseph's Catholic Academy there is on-site car parking for staff and visitor which includes three dedicated disabled parking bays outside our main entrance and 10 in our adjacent car park. Tactile paving is found in the car park area and within the grounds system as an indicator of the end of footpaths and start of stairs. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a reception hatch, this being fully accessible to wheelchair users. All older style stair well and intrusive pillars have visibility tape to aid our visual impaired students.

In order to provide access for all needs the audit will be reviewed on an annual basis or revised if the need arises.

## 4. Action Plan

### **Aim 1 To increase the extent to which SEND pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To plan and support transition	Liaise with previous educational establishments (primary or secondary as appropriate) To identify pupils who may need additional to or different from provision	When transition occurs	SENCO Pastoral Assistant Assistant Head Head of House	Support plan produced and/or review of EHCP
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	Head of School SENCO Governors	All SEND and accessibility policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure parent and pupil voice is documented in collaboration between school and families.	Ongoing	Head of School SENCO All staff	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel. Sharing information about the child where necessary.	Ongoing	Head of School SENCO All staff Outside agencies	Clear collaborative working approach Detailed support plans/EHCP document
	To ensure full access to the curriculum for all	Seek advice from specialist advisory teachers; CPD for	Ongoing	Teachers	Lesson observation

	children.	staff and: <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered if practicable.</li> <li>• A range of support staff including trained learning support</li> <li>• Use of ICT equipment</li> <li>• Access to additional practical aids</li> <li>• Access to alternative assessment arrangements</li> <li>• Access to school counselling if required</li> <li>• Explicit teaching of generalising skills from one context to another</li> </ul>		SENCO  Outside agencies	Learning walks Book scrutiny Review meetings
<b>MEDIUM TERM</b>	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To finely review attainment of all SEND pupils.	Scrutiny of assessment system  Regular liaison with parents and pupils	Termly	Class teachers  SENCO	Progress made towards targets Learning walks Book scrutiny Review meetings Lesson observation
	To promote the involvement of SEND students in classroom discussions/activities when teaching	Give alternatives to enable SEND pupils to participate successfully in lessons  Creating positive images of disability within the school and membership of the school council	Ongoing	Whole school approach	Through pupil parent and staff voice, ensure that the needs of all are represented within school.

<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To deliver findings to the Governing Body	Present to Governors	As required Termly meeting with SEND governor	SENCO SLT/SEN Governor	Governors fully informed about SEND provision and progress

## **Aim 2 : To improve the physical environment of the school**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Ongoing	SLT & site managers	Enabling needs to be met where possible.
	Ensuring all with a disability are included	<ul style="list-style-type: none"> <li>• Create access plans for individual pupils as required</li> <li>• Evaluation forms</li> <li>• Membership of the school council</li> </ul>	With immediate effect to be constantly reviewed	All staff SENCO	Monitor if needs are being met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher All teachers Head of House SENCO School Nurse First aid staff	To ensure that the medical needs of all pupils are met fully within the capability of the school. Medical care plans produced & PEEPS where necessary.
	Ensure parents are involved	Provide disabled parking spaces for disabled to drop off & collect children	Established. Monitor and promote.	Whole school approach	Monitor and review



**Aim 3: To improve the delivery of information to SEND pupils and parents.**

<b>SHORT TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Ensure access to information by parents, staff and visitors	Communicate with parents in a format that is appropriate for them  Regular communication with parents	Support plans reviewed three times a year.	Class teacher  SENCO	Monitor and review if format is appropriate
	To enable improved access to written information for pupils	Providing in class support such as appropriate font size, overlays, IT support etc, including books in the school library  Auditing signage around the school to ensure that is accessible	Ongoing	Class teacher  SENCO  Site manager	Monitor and review if appropriate
<b>MEDIUM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To review pupil information, ensuring school's awareness of any disabilities	Ensure information is correct and up to date	Support plans reviewed termly. Updates provided when required. Referrals made to outside agencies where appropriate.	Class teachers  SENCO  Outside agencies Support staff	Each teacher/staff member aware of the needs of pupils