

St Joseph's Catholic Primary School



## **Accessibility POLICY AND PLAN 2023-2026**

**Governors Review November 2023**

**Next Review: November 2024**

# 1. 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.

St. Joseph's Catholic Primary School is committed to providing an environment that enables full curriculum access, and to developing a whole-school ethos and practices that value and include 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. 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 plan will be made available online on the school website, and paper copies are available upon request.

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, including parents, staff and governors.

This document is an active piece which is updated as new needs present themselves.

## 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.

### Aims & Objectives

Our Aims are to:

- Increase access to the curriculum for pupils with a disability;

- Improve and maintain access to the physical environment;
- Improve the delivery of written information to pupils.

### Current Good Practice

We ask about any disability or health condition in early communications with new parents and carers. Staff and teachers maintain frequent and effective communication with parents and carers of existing pupils to ensure any changes in circumstances or needs are identified.

#### a) Physical Environment

- Disabled pupils participate fully in all extra-curricular activities
- Reasonable adjustments are made so as to include all children at all times
- Dedicated disabled car parking space outside the main school entrance; Improved access to all areas of the school
- Designated disabled toilet

#### b) Curriculum

- Close and effective liaison with home and pre-school settings ensures that pupils' needs are known and planned for prior to their starting school;
- The school ensures that all children of all abilities have full access to the curriculum. Additional teaching aids are employed as required, for example, visual resources and visual timetables, coloured paper for worksheets, timers and checklists, sensory equipment such as wobble cushions and fiddle gadgets;
- Staff have specialist knowledge in meeting the needs of pupils with ASD and those with Speech, Language & Communication needs;
- All children take part in school trips and residential visits, unless this is against medical advice, with additional staffing provided as necessary.
- Elaborate care plans ensure that children enjoy full and continued access to curriculum.

#### c) Information

- ParentMail ensures rapid and effective communication by text and email;
- Newsletters are enlarged on paper for visually impaired parents
- Office staff and SENCO support parents with learning difficulties with form completion

### 3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### Action Plan Area 1:

To increase the extent to which disabled 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 who have a disability.

Success Criteria	Strategies	Timescale	Responsibilities
To respond to the needs of a new child who is being treated for cancer, who started in September 2023.	<ul style="list-style-type: none"> <li>• Support home remote learning when the child is working at home</li> <li>• Support a reduced timetable</li> <li>• Respond to any catch-up needs when the child is in school.</li> <li>• Liaise with the parents regularly to adjust planning to meet needs</li> </ul>	Ongoing from September 2023	SENco Classteachers  Parents  Head
To regularly review attainment and progress of all pupils with disabilities	<ul style="list-style-type: none"> <li>• Ensure SEND Support Arrangements and Care Plans are carefully constructed to bring about very good progress and attainment for children with disability</li> </ul>	Ongoing	SENCo Classteachers  Parents

	<ul style="list-style-type: none"> <li>• Liaise effectively with parents to identify their role</li> <li>• Maintain vigilance through the Progress Profile</li> </ul>		Head
<b>Action against targets</b>			
Parents of said child meet with SENco regularly in order to adapt the timetable for attendance.			

### Action Plan Area 2:

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Success Criteria	Strategies	Timescale	Responsibilities
Continue to improve physical accessibility of school environment	<ul style="list-style-type: none"> <li>• Respond to the needs of any new children with disability and provide equipment and physical adjustments as required</li> <li>• To establish good ramp access where needed</li> </ul>	ongoing	Governing Body
To consider emergency evacuation plans	<ul style="list-style-type: none"> <li>• Review regularly the plan for specific evacuation of children with high need.</li> </ul>	Ongoing after each drill.	SENco Head

### Action Plan Area 3:

To improve the delivery of information to disabled pupils and parents

Success Criteria	Strategies	Timescale	Responsibilities
To ensure that disabled parents/carers are able to be fully involved in their child's education	<ul style="list-style-type: none"> <li>• Continue to provide enlarged scripts for visually impaired parents and signpost new parents to this.</li> </ul>	ongoing	Admin team; SENco
	<ul style="list-style-type: none"> <li>• Meet as necessary with parents with learning difficulties to support their needs</li> <li>• Early identification and signposting of parents to Early Help where necessary</li> </ul>	ongoing	SENco LOL for Ethos and Wellbeing Reception Class teachers
	<ul style="list-style-type: none"> <li>• Audit parents with a disability to elicit any further support the school could provide. Meet with those parents as needed.</li> </ul>	Spring Term annually	LOL for Ethos and Wellbeing
To ensure that staff are fully aware of disabilities needs of individual pupils	<ul style="list-style-type: none"> <li>• Continue to verify needs on entry</li> <li>• Share information with necessary teachers and support staff.</li> <li>• SENco to share SEND Support Arrangements, Healthcare Plans and IEPS with relevant teachers and parents</li> </ul>	ongoing	SENco Admin Staff

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Governing Body at their November meetings..

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy