

St Joseph's Catholic Primary School

Inspiring everyone to **REACH** through Faith, Hope, Love

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.



Accessibility Plan 2023 - 2026

Our ethos is one that nurtures education through recognition and celebration of all children's experiences and achievements, whatever the context. Each child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success

Approved by FGB:	18th October 2023
Review Cycle:	Every 3 years
Review Due:	October 2026

Accessibility Plan 2023-2026

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Under the Equality Act 2010, a person is classified as disabled if he/she have 'a physical or mental impairment that has a substantial and long-term, adverse effect, on his or her ability to carry out normal day-to-day activities.'

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Responsibility

It is the responsibility of the Governing Body to recognise its duty under the Equality Act 2010 to not discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions
- in the way that it provides education for pupils
- in the way that it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

The Governing Body recognises its statutory duty to produce an Accessibility Plan, which is reviewed every three years.

Policy Development

Who?	Method of consultation
Headteacher and Governors	Full Governing Board
Teachers	Professional Development Meeting
Non-teaching staff	Via Support Staff Meeting

Aims

St Joseph's Catholic Primary School strives to include all pupils, including those with disabilities, in the full life of the school.

We have three aims for our Accessibility Plan:

1. To increase the extent to which disabled pupils can participate in the curriculum.

2. To improve the physical environment to enable disabled pupils, as well as other stakeholders, to take better advantage of education, benefits and facilities provided, as far as is practical.
3. To improve the availability of accessible information to disabled pupils and other stakeholders.

Our strategies to meet these aims include:

- having high expectations of all pupils;
- finding ways in which all pupils can take part in the full curriculum including sport, music and drama;
- planning out-of-school activities, including all school trips and excursions, so that pupils with disabilities can participate;
- setting an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly;
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities;
- planning the physical environment of the school to cater for the needs of pupils with disabilities;
- treating all in the school with respect and regard for individual differences by developing a whole school ethos on accepting difference;
- ensuring information is accessible to all members of the school community;
- ensuring all children have access to positive images of disabled adults and children;
- involving parents in all parts of their child's school life and decisions that are made and respecting the parents' and child's right to confidentiality.

We aim to reduce and, where possible, eliminate barriers to accessing the curriculum and to ensure full participation in the St Joseph's Catholic Primary School Community for pupils, parents, staff and other stakeholders with a disability. St Joseph's Catholic Primary School recognises that it had a duty to supply auxiliary aids and services when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. Such aids could be hearing loops, adaptive keyboards and special software. The key test is reasonableness as far as what the school can be expected to provide.

Our school building is 57 years old, which provides some challenges to accessibility. However, there are two disabled toilets (one in pre-school and one in the main school building) and some wide doors to enable wheelchair access. Improvements to access to

the school building was completed in February 2020 with the building of a new entrance, including ramp access. We recognise that some building works by the Local Authority would be required before the buildings could successfully meet the needs of pupils with severe mobility problems and we would respond quickly to the needs of possible future admission should this be necessary.

We recognise that The Equality Duty 2010 explicitly recognises that disabled pupils' needs may be different from those of non-disabled pupils and that this might mean making reasonable adjustments of treating disabled pupils better than non-disabled pupils in order to meet their needs.

Compliance with the Disability Discrimination Act is consistent with St Joseph's Catholic Primary School's aims.

Other related school policies

This policy should be read in conjunction with the Equality, Information and objectives Policy, the SEND policy, the Policy for managing Behaviour, the Anti-Bullying Policy, the Safeguarding Policy and the Teaching and Learning Policy.

Accessibility Plan Targets 2023-2026

St Joseph's Catholic Primary School takes a strategic view in planning for disabled pupils and will fully consider potential, together with any reasonable adjustments.

1. Education and Related Activities:

St Joseph's Catholic Primary School will seek and follow the advice from the Local Authority services, such as specialist teacher advisers and SEND advisers, and of appropriate health professionals when planning for individual needs.

2. Physical Environment:

St Joseph's Catholic Primary School will take account of the needs of pupils, parents, staff, governors and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. If required, teaching areas, acoustics, colour schemes and the accessibility of facilities and fittings would be reassessed.

3. Provision of Information:

St Joseph's Catholic Primary School will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Accessibility Audit – September 2023

IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This checklist comprises three sections. In the first, you are asked to consider whether the school environment in which you work is designed to meet the needs of all pupils, including those with SEN and/or disability. The second and third sections should be used to identify how your school delivers its curriculum and provides written materials in alternative formats and to provide a clearer picture of the barriers to access that exist in the school culture. This list is not exhaustive.

Section 1		YES	NO	Action
1.	Does the size and layout of areas: including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils?		X	Two classrooms are situated on the first floor, with no lift access. Year groups will be moved to a ground floor classroom if a pupil within the cohort has a physical disability which prevents them from using the stairs.
2.	Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	In part		Access to two upstairs classrooms is via a staircase. All other areas within the school can facilitate wheelchair access. Disabled toilet and shower facilities are available
3.	Are pathways of travel around the school site and parking arrangements safe, routes logical and well designed?	X		There is a small carpark outside the school and parents are encouraged to park in the village hall car park and walk to school. Reception, Year 2 and Year 6 have sole use entry/exit to the school. Year 3 and 4 have shared access.

				Year 1 and 2 share the main entrance near the Year 2 classroom. All children have entrance and exits to the hall for liturgical prayer which limited overcrowding in the corridors. The routes are the most efficient for the placement of the classroom.
4.	Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components,	X		All pupils with physical disabilities have a PEEP in place. 1-2-1 TA support enables those pupils with hearing difficulties to be alerted to audible alarms.
5.	Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	X		Emergency exits have push bar or 'push button' openings
6.	Could any of the décor be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		X	Décor is in neutral colour (cream walls with blue carpets) and displays are consistent throughout the buildings to ensure familiarity. All classrooms have consistent displays
7.	Could any signage be considered confusing or inadequate?		X	New signage around the school on bright, contrasting colours clearly indicate the school entrance to visitors.
8.	Are areas to which pupils should have access well lit?	X		Natural light and LED lighting throughout the school premises
9.	Do areas of storage prevent disabled pupils from accessing aids and equipment?		X	All storage is in cupboards or designated store cupboards.
10.	Are steps made to prevent the exclusion of people with disabilities that affect their hearing and vision from arranged events? e.g. considering a room's acoustics, noisy equipment and presentation of material.	X		Hearing loop is used in classrooms and in school hall for assemblies/group activities. Guidance from ATS is followed for our VI child who is supported by a 1:1 member of staff.

11.	Is furniture and equipment selected, adjusted and located appropriately?	X		All tables/chairs in classrooms are provided for the correct age range
Section 3				
12.	Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X		Training is delivered by specialist, external staff who are experts in their area. For example, educational psychologists and reading specialists. Senior leaders will also deliver training to teaching assistants, in line with training for teaching staff. Parents of children with specific need also support staff in understanding their child's needs.
13.	Do you make the best use of teaching assistants?	X		Yes. Teaching assistants are used as teaching partners in the classroom to enhance the teaching delivered by the teachers ensuring the best outcomes for all children.
14.	Are your classrooms optimally organised for disabled pupils?	X		Within the constraints of the building
15.	Are lessons responsive to pupil diversity?	X		For example, multi-cultural weeks for RE. We are also improving our selection of picture books within the classroom to recognise and celebrate pupil diversity along with adapting the curriculum and a carefully planned calendar for liturgical prayer.
16.	Lessons involve work to be done by individuals, pairs, groups and the whole class?	X		Across the school day, there are a number of opportunities to work independently, in pairs and small groups. During a teaching input, children

				have the opportunity to share ideas as a whole class.
17.	Are all pupils encouraged to take part in music, drama and physical activities?	X		All pupils take part in Music and PE lessons as part of the curriculum. Drama is woven across the wider curriculum. They also have access to music tuition, choir and extra curricular clubs, including a variety of sports
18.	Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	X		Teachers use a range of approaches within lessons to recognise and adapt teaching to a range of learner's needs. Children have opportunities to problem solve across the curriculum, as well as discussing ideas, writing and drawing. In addition there are opportunities for visits and competitions.
19.	Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X		Teachers carefully consider where these learners are placed within the classroom so that they can fully access the teaching and learning. Teachers allow thinking time for pupils within lessons before asking for answers.
20.	Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X		Evidenced during outdoor learning sessions and subject areas such as Science.
21.	Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example, some forms of exercise in physical education?	X		Staff work closely with the Montague Academy to have support in adapting resources and lessons to enable all learners to participate. All

				staff working with a child with additional needs receive high quality training to ensure that the child's needs are being met.
22.	Do you provide access to computer technology appropriate for students with disabilities?	X		Access to laptops and iPads.
23.	Are school trips, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X		Individual risk assessments in place for these children to access the trip, alongside their peers.
24.	Do staff, governors and pupils receive training and education in disability equality issues?	X		Yes either by external experts or by senior leaders in school.
25.	Is everyone made to feel welcome?	X		We are an inclusive school – all are welcome.
26.	Are there high expectations of all pupils?	X		All learning is adapted so that children are challenged appropriately.
27.	Are pupils equally valued?	X		Yes.
28.	Do staff seek to remove all barriers to learning and participation?	X		All interventions are 'bespoke' to an individual pupil's needs. All pupils are taught together (with some intervention time, where appropriate) and through Quality First Teaching
Section 3				
29.	Do you provide information in large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	X		Print presented is in line with ATS advice.
30.	Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision, e.g. by reading aloud overhead projections and describing diagrams?	X		All classrooms present resources that are dyslexia friendly. Books with coloured pages, coloured overlays and scribes are also used.
31.	Do you have the facilities to produce written information in a variety of font sizes?	X		We also photocopy resources on to A3 for those children who need it.

32	Do you make use of RNIB guidelines on producing written information in accessible formats?		X	Not currently required, but will consider if the need arises
33	Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X		INSET days planned to specifically focus on technology for SEN learners (EEF).
34	Are the 'responsible body' aware of their duties and responsibilities under DDA?	X		All governors review and approve the Equality Policy on an annual basis
35	Do school general plans take account of the duty to make reasonable adjustments?	X		Yes all planning is adapted to meet the needs of all children.
36	Does the school have an adequate internal complaints procedure?	X		Complaints policy available on the school website which is reviewed as required under our policy review cycle, or subsequent to a complaint being made, to ensure effectiveness and any adjustments required as part of 'lesson's learnt' to ensure best practise.

Name of School: St Joseph's Catholic Primary School
Audit Completed by: Gabriella Tiley and Clare Howells

Signed: 

Date of Completion: September 2023