

# Accessibility Plan

St Joseph's Catholic Primary School



**Approved by:** Resources Committee

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### 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.

St Joseph’s 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.

Our school is a welcoming, happy school where people are helpful, considerate and respectful of each other regardless of ability/disability. We work in partnership with parents and carers and value the support, experience and contribution they make to school life. The strong partnerships that exist enable us to provide a happy, caring, engaging and effective learning environment that is accessible to all. We continue to carefully design our curriculum to develop and deepen thinking, independent learning, creativity and spirituality. We encourage all our children to be confident and provide a wealth of opportunities for children to be excited about learning and challenged to achieve their very best.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

### 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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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.

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### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010, increasing access and participation to the curriculum for children with a disability.

Aim	Existing Good Practice	Actions	Time Frame	Success Criteria
Ensure all pupils have full access to the school curriculum	<ul style="list-style-type: none"> <li>• Use of class inclusion file</li> <li>• Use of visual timetables</li> <li>• Use of available aids, e.g. pencil grips, writing slopes</li> <li>• Use of personalized plans and class provision maps</li> <li>• Attendance at meetings to gain specialist support</li> <li>• Liaise with pre-school providers to review potential intake to EYFS</li> </ul>	Update (as necessary) and distribute class inclusion file to class teachers so they are aware of educational and health needs of their children	Start of each academic year and ongoing for updates	Up to date information, ensuring individual needs are met
Ensure EHCP and Risk Assessments enable children with disabilities to have full access to the school curriculum	<ul style="list-style-type: none"> <li>• EHCPs are used to create individual tailored programmes of study</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• Personal emergency evacuation plan (PEEP) completed for disabled pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with pupils, parents, teachers, Inclusion Manager and specialist services at EHCP review meetings</li> <li>• Complete risk assessments to ensure access to all school activities and educational visits</li> <li>• PEEP to be shared with adults</li> <li>• Wider networking to identify shared resources</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Pupils with disabilities are able to access all areas of school life.</li> <li>• All staff are aware of risks and evacuation procedures for disabled pupils</li> </ul>

Aim	Existing Good Practice	Actions	Time Frame	Success Criteria
Staff awareness of disability plan	<ul style="list-style-type: none"> <li>Personalised support for pupils is identified in personalised plans and class inclusion file</li> <li>Curriculum and school policies are reviewed regularly to ensure they promote equality for all members of the school</li> </ul>	<ul style="list-style-type: none"> <li>EHCPs reviewed</li> <li>ISPs reviewed</li> <li>Policies reviewed</li> </ul>	<ul style="list-style-type: none"> <li>Annually</li> <li>Termly</li> <li>Per review schedule</li> </ul>	Staff are aware of how they can ensure accessibility to all disabled pupils
Ensure physical access for disabled members of the school community	<ul style="list-style-type: none"> <li>Disabled Parking Bays available</li> <li>Lower floor of main building is accessible to wheelchairs and frames, with disabled toilet facilities</li> <li>Lower floor of new build is accessible to wheelchairs and frames, with disabled toilet facilities</li> <li>Corridors are kept clear of obstacles</li> <li>Personal Emergency Evacuation Plan (PEEP) completed for disabled pupils and visiting adults</li> </ul>	<ul style="list-style-type: none"> <li>Consider advice of specialist services if necessary to improve access to upper floors</li> <li>Improve access around the site impacted by steps across different levels</li> <li>PEEP shared with staff, and adults</li> </ul>	Annually, or as necessary for special events e.g. school plays for parents	<p>Clear and safe access on lower floors of school.</p> <p>All staff are aware of risks and evacuation procedures for disabled members of our school community</p>
Ensure that the medical needs of all pupils and staff are met fully within the capability of the school	<ul style="list-style-type: none"> <li>Medical care plans reviewed annually and meetings held with parents as necessary</li> <li>Staff First Aid training is encouraged for all staff, and renewal dates for training reviewed regularly</li> <li>Consider specialised staff training for one-to-one staff of pupils with special medical need e.g.hearing impairment or pupils with epilepsy</li> </ul>	<ul style="list-style-type: none"> <li>Update the class inclusion file for any new medical needs of pupils/staff in-year</li> <li>Review how current pupil and staff needs are being met</li> <li>Ensure sufficient First Aid trained staff in each class</li> <li>Ensure equipment available for medical needs e.g. hearing loops, large print resources</li> <li>Medical policies reviewed</li> </ul>	Annually, and ongoing for any new medical needs/reviews	Medical needs of all members of the school are met

Aim	Existing Good Practice	Actions	Time Frame	Success Criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul> <p>Identify pupils with difficulties in using language</p> <p>All statutory information is available on our website. Hard copies of information/policies are available on request</p>	<ul style="list-style-type: none"> <li>• Resources identified and sourced when needed</li> <li>• Literacy needs are identified by class teacher/literacy coordinator/SENCO and addressed e.g. speech and language interventions outside services, accelerated reader programmes</li> </ul>	<p>Ongoing</p>	<p>Staff are able to best meet the delivery of information to pupils with disability</p>

## 4. Monitoring arrangements

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

It will be approved by the Resources Committee.

## 5. Links with other policies

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

- Risk assessment policy.
- 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.