Accessibility plan

St Joseph's Catholic Primary School

Approved by:	Andrew W Rainbow AssocRICS
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Part of the St Gabriel The Archangel Catholic Multi-Academy Trust

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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

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.

- Improved awareness of Equality and Inclusion.
- Improve 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.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.

The plan will be made available online, on the school website, 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.

Dudley Regional Governing Body

Dudley Metropolitan Borough Council

Archdiocese of Birmingham

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 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 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO consults the student and parents about proposed flexible arrangements.* *The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.*	To continue to provide students with SEND access to the curriculum supported by the schools SEND provision. To ensure the curriculum is reviewed termly to ensure it is accessible to all students.	Ensure current good practice is maintained and monitored. Implement an awareness rising programme. Develop regular training opportunities for staff on of SEND and appropriate teaching and learning strategies.			Can all pupils with a disability access the curriculum? Is the curriculum regularly reviewed? Are all policies and information up to date? Is there evidence of an implemented graduated approach? Is there evidence of accessing specific specialist support? Is there evidence of organizing specific

	Our Special Educational Needs and Disability Policy, Local Offer and SEND Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). *This includes identification of SEND at a very early stage through close liaison with teachers and parents Identification is supported by using a graduated approach to assessing and identifying needs, planning provision, support and interventions, embedding and delivering high-quality support and provision, and then reviewing the effectiveness and impact of that support for pupils. This approach also listens to student and parent/carer views considering them in all aspects of school life.* *Increasing access to the curriculum also involves organizing specific specialist intervention to build skills. Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals is also accessed.* *Special access arrangements for internal and external exams.*	To ensure the SEND policy, Local Offer and SEND report are reviewed and updated as required. To continue to implement a graduated approach to the identification of SEND. To implement edukey to lead and manage provision effectively. Continue to build professional relationships with specific specialists to provide interventions. Organise, structure and provide special access arrangements as				access arrangements. Is there evidence of specific target setting and monitoring? Is there evidence of successful, professional partnership working with parents / carers. Has an awareness raising programme been implemented? Are there regular training opportunities regarding SEND for teachers and staff?

	Specific target setting and monitoring to ensure all students with SEND make at least sufficient progress and accelerated progress in intervention groups. *Partnerships with parents / carers are supported, planned, structured and on going.* *Pupils voices are encouraged, valued and respected.* *Children with SLD have access to St Joseph's Jigsaw (a purpose built additional teaching area for children with SLD to access a communication immersed curriculum).*	required. To continue to implement specific target setting developed from baseline assessments and monitor the impact of interventions. To continue to build foundations for successful partnerships with parents / carers to support all children with SEND. To develop an awareness raising programme for all students about the range of disabilities in the school. To develop regular training opportunities for staff on of SEND and appropriate teaching and learning strategies				
Improve and maintain access to	*The school environment already incorporates many features to*	To provide changing	To implement changing			Does EYFS has

the physical environment	*ensure accessibility to students with disabilities.* *The environment is adapted to the needs of pupils as required.* *This includes:* • *Ramps* • *Disabled parking bays* • *Accessibility to classrooms* • *Good corridor width* • *Disabled toilet* • *Flooring* • *Library shelves at wheelchair-accessible height* • *Ground floor* • *Several entrances to school* • *Customise furniture and equipment* • *In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individua students' needs are met. Similar attention is given to how students' needs can be met on school journeys*	facilities in EYFS To assess the ramp access in KS1 / KS2 playground To implement a ramp to access AstroTurf playground.	facilities in EYFS. To ensure ramps accurately provide access. To implement a ramp outside to ensure access to the AstroTurf playground			changing facilities? Does the ramp provide the correct amount of access and are they safe? Has a ramp been constructed outside and is there sufficient access to the AstroTurf playground.

	and visits.					
Improve the delivery of information to pupils with a disability	*Teachers and TLAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards/Touchscreens and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.* *Differentiated resources with particular attention to reading age, plain English, images and layout are provided.* *Laptops and other digital technologies are used.* *Tactile resources and resources that provide multi sensory learning are provided.* *Scribes are used as and when required.* *Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Large print resources* • *Pictorial or symbolic representations*	To continue to provide current good practice. To further improve the ICT equipment for children with SEND ensuring that the school keeps up-to-date with technological advances, e.g. AI.				How effective is the ICT provision for children with SEND?

	• *Visual Timetables* • *Task boards* • *Now and Next boards* • *Auditory resources* • *Software specific to physical or sensory needs, e.g. Widget/InPrint3, Dictation and translation software; and hardware specific to SEN, e.g. interactive white board available for children with physical and sensory needs.*					

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 the School Principal and Directors.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Ground floor and first floor	None		
Corridor access	Very wide corridors	None		
Lifts	no passenger lifts	Monitor and undertake annual service visits in accordance with Regulations	Site Manager Estates Manager	Annually
Parking bays	1 disabled parking, close to rear entrance to the school	None		
Entrances	Several entrances in order to access the school all with level access	None		
Ramps	The school is built at ground with level access, ramps not required	None		
Toilets	Multiple toileting facilities across the school either at ground or first			

	floor level			
Reception area				
Internal signage				
Emergency escape routes	All escape routes are signed and illuminated in accordance with current Building Regulations	Monitor and improve as regulations change	Estates Manager	Ongoing
Evacuation Chairs	The school has several evac chairs situated at strategic points across the school and has trained personnel on how to use	Monitor and service annually by certified persons	Site Manager	Ongoing