



Accessibility Plan

Policy agreed by governors September 2021

Review September 2022

Head Teacher: _____ Mr Mark Dyson

Chair of Governors: _____ Canon Mark O'Keeffe

The Governing Body will aspire to place Christ at the centre of all we do, reflect the mission statements of both schools and ensure that they are at the heart of the communities they serve.

The Governing Body will aim to provide inclusive, safe and dynamic learning environments which nurture the whole child. Through the delivery of high quality curriculum provision with Literacy and Numeracy at the core, our aim will be for all our pupils to reach their highest potential

The Governing Body will challenge and support the Leadership Team and all staff to maintain high standards of teaching and learning at all times.

INTRODUCTION

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

Aims of the Accessibility Plan:

The school aims to include all pupils, including those with disabilities, in the full life of the school.

Our strategies to achieve this will 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 do 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;
- raising awareness of disability amongst school staff (teaching and non teaching) through a programme of training;
- providing written information for pupils with disabilities in a form which is user friendly;
- examining our library and reading books to ensure that there are examples of positive images of people with disabilities.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Duty and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education,

so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the schools' Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan showing how the school will address priorities identified has been completed.

This plan incorporates the school's intentions to increase access to education for disabled pupils.

St. Joseph's is committed to providing an environment that enables full curriculum access that values and includes 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.

The school recognises and values a parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

1.1.1 At St. Joseph's we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in the Governors' Mission Statement at the front of this policy as well as the schools' own Mission Statements.

1.1.2 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1.2 The priorities for the Accessibility Plan for our schools were identified by:

- The Governing Body
- Headteacher
- Inclusion/SENDCo
- School Business Manager
- Site Managers

2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

3. St. Joseph's is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

4. This plan considers the following three areas as identified in the introduction:

4.1 Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation

4.2 Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

4.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

5. Increasing the extent to which disabled pupils can participate in the school curriculum.

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENDCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The Headteacher provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services as and when necessary including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- CAMHS
- CIT
- Excellence Cluster

6. Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by St. Joseph's.

7. Improving the delivery of information to disabled persons. Staff are aware of the services available through the LA for converting written information into alternative formats,

8. This Access Improvement Plan is reviewed annually by the Governors.

9. Information on how to view this plan is included in the school prospectus and on the website.

Target/Outcome	Lead	Strategies	Timescale	What will success look like?
Improving Participation in the Curriculum				
Effective communication and engagement with parents	SLT/SENDCo/Class teachers/PSAs	<p>PLPs shared with parents termly</p> <p>PSA check in with parents of children with SEND on at least a termly basis</p> <p>Proud books are shared with parents termly</p>	In place and ongoing	Parents of children with SEND are fully informed about progress and feel able to engage in their child's learning
Training for all staff to increase the access to the curriculum for all pupils	SLT/SENDCo/All staff members (including support staff)	Regular and relevant CPD offered to enable staff to increase the access to the curriculum for all pupils. Training provided in house, through MAST, MAPA, CIT, SALT, EP services	In place and ongoing	The access to the curriculum is increased for all learners, the needs of all learners are met.
Effective use of resources and specialised equipment to increase access to	SLT/SENDCo	Support staff strategically placed to appropriately meet the needs of all pupils.	In place and ongoing	Positive impact on pupil progress. Barriers to Learning are minimised.

the curriculum for all pupils		Relevant resources purchased to assist pupils on an individual basis - eg, slopes, wobble cushions, fidgets, overlays, pencil grips		
Adaptations to the curriculum to meet the needs of learners	SLT/SENDCo/Class teachers	Timetable adaptations, specific and targeted intervention groups: Dyslexia Gold, Time to Talk, Social Stories, Precision Teaching, ELSA, TEACCH Specific speech therapy programmes Use of IT to support recording Use of access arrangements for assessments/national testing	In place and ongoing	Needs of all learners are met, which enable positive outcomes
All extra-curricular activities are planned to ensure that reasonable adjustments are made to enable the participation of all pupils	SLT/SENDCo/Class teachers/External Providers	Risk assessments will be undertaken where appropriate. Providers will comply with all legal requirements	In place and ongoing	All pupils (including those with SEND) are able to access extra-curricular activities

All school visits and trips to be accessible to all pupils, either in part or in full	SLT/SENDCo/EVC/Class teachers	Ensure that venues and means of transport are assessed for suitability.	In place and ongoing	All pupils are able to access all school visits and take part in a range of activities, either in part or in full
Improving Physical Environment				
Maintain safe access around exterior of the school	SLT/Caretaker	Ensure that leaves are cleared and the external fixtures and fittings are well maintained	In place and ongoing	People with disabilities will be able to move around the exterior of the site unhindered.
Maintain safe access around interior of the school	SLT/Caretaker	Awareness of flooring, furniture and layout in planning for disabled pupils	In place and ongoing	People with disabilities can move safely around the school.
In an emergency, staff to be aware of the access needs of disabled children, staff, governors and parents	SLT	A PEEP to be written for any disabled member of the school family - whether permanent or short term (eg, broken leg)	In place and ongoing	People who are either permanently or temporarily disabled are able to exit the building in an emergency.