

Accessibility plan

St Joseph's RC Primary School



2024- 2027

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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.

Vision Statement

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process will take place with the Governing Body and Headteacher. At St Joseph's RC Primary School the Plan will be monitored by the Headteacher and evaluated by the Governing Body and Nicholas Postgate Catholic Academy Trust. The current Plan will be appended to this document. At St Joseph's Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

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

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.

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 <i>Include established practice and practice under development</i>	Strategies	Person responsible	Timescale	Success criteria
Priority 1					
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p>	<p>Where children have specific disabilities then adaptations to lesson plans are made to allow access for all children</p> <p>Where appropriate specialist equipment will be purchased for children to use.</p> <p>The school curriculum is monitored by the HT and Subject Leaders to ensure the lives of people with disabilities is taught</p>	<p>HT</p> <p>HT and Class teacher</p> <p>HT and Class teacher</p>	<p>On going monitoring throughout the year</p> <p>As and when required</p> <p>Half termly monitoring</p>	<p>All children will be able to access the same curriculum expectations.</p> <p>All children will be able to take part in every lesson</p> <p>Children learn through class based lessons or assemblies about the lives of people with disabilities</p>

	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>The Headteacher monitors the progress of all children during termly Pupil Progress meetings. The SENCo regularly monitors the progress of all SEN children</p> <p>HT and SENCo meet regularly with Class teachers to set targets for all pupil's (including those with a disability) progress.</p> <p>HT and Subject Leaders constantly reviewing teaching sequences (short and long term) to ensure all children are given an inspiring and accessible curriculum.</p>	<p>HT and SENCo</p> <p>HT and SENCo</p> <p>HT and Subject Leaders</p>	<p>Half termly monitoring meetings</p> <p>Half termly monitoring meetings</p> <p>Regular ongoing discussions and reviews</p>	<p>All children with disabilities make at least expected progress.</p> <p>Staff and pupils have clear understanding of their targets and how to achieve them.</p> <p>School curriculum is updated and improved to help maximize children's learning.</p>
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Priority 2

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled toilets and changing facilities • Library and classroom shelves at wheelchair- 	<p>Where necessary, school to liaise with children (and their parents) and adults with disability as to how to adapt the school to cater for specific needs of disabled pupils and staff.</p> <p>Termly meetings with School's Health and Safety governor to monitor school environment.</p>	<p>HT</p>	<p>Termly meetings with children and parents if required.</p>	<p>The school environment is accessible for all children and adults with disabilities.</p> <p>There is no part of the school that cannot be accessed by those with disabilities.</p>
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	<p>accessible height</p>				<p>All potential hazards are removed before difficulties have occurred.</p>
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<p>Priority 3</p>

<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 can include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations 	<p>School to liaise with children (and their parents) and adults with disability as to how to communicate as effectively as possible.</p> <p>Following on from these formal and informal meetings then resources can be purchased and used throughout the school.</p>	<p>HT and SENCo</p>	<p>Half termly and termly meetings where appropriate</p>	<p>Pupils with a disability are provided with any, and all, information through a variety of means and can clearly follow school's messages as well as any other child.</p>
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4. Monitoring arrangements

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

5. Links with other policies

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

- Health and safety policy
- Equality information and objective 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
Number of storeys	One storey Building	Ensure maintenance is completed regularly	HT
Corridor access	Three main corridors between outside and internal rooms are free from impediment	Where required all barriers and impediments are to be removed to allow for smooth wheelchair access when required.	HT
Lifts	No lifts in school	N/A	N/A
Parking bays	School has one parking bay beside the main building with room for approximately 9 cars	If required then a Disabled Parking space to be added. Painting of the tarmac and signage on wooden posts to be installed if required	HT

Entrances	Four entrances to the school. The main entrance is on ground level. Two entrances are accessed by steps from the playground.	All staff to monitor peoples' access using the stairs and main entrance to ensure that they are fit for purpose	HT
Ramps	One entrance to school is accessed from a ramp from the playground A second ramp is used to allow access to the school field from the playground.	To monitor the condition of the ramps to ensure they can safely and easily used by all people with accessibility needs.	HT
Toilets	Three sets of children's toilets. One adult toilet area One disabled toilet	All staff ensure that children are able to access the correct toilets. Disabled toilet has correct signage and safety features. All staff to ensure that safety and access facilities are fit for purpose.	HT
Reception area	Reception area is on ground floor level at main entrance to the school	School secretary and Headteacher to ensure doors work safely and access points and buttons are at a wheelchair accessible level	HT

Internal signage	All internal signage for doors etc.. is in place	HT, all staff including caretaker to monitor that signs are in correct places, none are missing or hidden and can be clearly understood by all children and adults	HT School staff
Emergency escape routes	The school has emergency escape routes, clearly signed from all internal rooms.	Children and adults (including visitors) are aware of all emergency escape routes. HT and School staff to ensure that they are well maintained and clear from blockage at all times.	HT School staff