



St Joseph's Catholic Primary School

Accessibility Plan

Date agreed: April 2022

Review Date: April 2024

Developed by: Becky Maguire – Head Teacher and Leanne Harding – Senco

MISSION STATEMENT

Inspired by the life of St Joseph we live, love and learn together.

Part 1. Opening Statement

School Context

St Joseph's Catholic Primary School is a small half-form entry school with four mixed aged classes catering for children aged 4 to 11 years. We are a warm and caring school; visitors, staff, governors and parents often comment on the 'feel' of the school and how special the atmosphere is. We pride ourselves on our distinctive Catholic ethos.

We currently have 112 children on roll and have a total capacity for 119 children who mostly come from a geographically tight area. The school building is currently in good condition. We have level pathways all the way around the school site. We have an additional classroom that we access for interventions.

Within our school building we have steps down into Class 4 and steps up to Class 2. We have two lifts at these points and so all classrooms are accessible to wheelchairs.

St Joseph's is committed to ensuring equal treatment to all its employees, pupils and any others involved in the school community, and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

We aim to help our pupils to develop into confident, resilient and independent individuals. We offer high quality teaching that enables our pupils to achieve their potential and take pride in their achievements.

St Joseph's is committed to the full social and educational inclusion of all pupils and takes positive actions to ensure that this is the case for pupils with disabilities. The school is committed to identifying barriers and challenges to access learning and we make reasonable adjustments for disabled pupils to enable full participation.

For the purposes of our school, this Accessibility Plan considers the needs to make adjustments for parents or visitors to our school who may have English as an additional language.

Aims

St Joseph's school aims to deliver an ambitious vision for pupils with disabilities that is demonstrated by all staff.

The school aims to ensure that pupils with disabilities make good progress from their starting points through flexible quality first teaching incorporating adaptations and modifications to enable access and interventions, where appropriate.

The school aims to 'level the playing field' for those with disabilities and strives to provide appropriate, well considered support that is delivered seamlessly across all teaching, learning and social situations and maximises independence.

We are committed to taking a pro-active approach to making reasonable adjustments involving current and subsequent identified needs of disabled persons. The school will identify all staff development needs in order to promote disability awareness and the acquisition of skills to respond positively to all members of the community with a disability.

Within the curriculum, positive attitudes to disability will be encouraged within PSHE (SMILE) lessons and through whole school and class assemblies to support the recognition and celebration of diversity.

Definition of disability

A disabled person is someone who has a **physical or mental impairment** that has a substantial or **long term** adverse effect on his or her ability to carry out **normal day to day activities**.

- **A physical or mental impairment** includes sensory impairments, impairment relating to mental functioning including learning disabilities, long term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis.
- **Long Term** means an impairment that has lasted at least 12 months or is expected to last at least 12 months.

- **Normal day to day activities** cover the following categories: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move objects, speech, hearing or eye sight, memory or ability to concentrate, learn or understand

Objectives

All staff will demonstrate knowledge of equality legislation in relation to pupils, staff and visitors with disabilities and understand their role in implementing it.

All staff will have a 'can do' attitude underpinned by a collaborative, problem-solving, solution focussed approach to new challenges as they arise.

The school will have systems in place that support the access and inclusion of pupils with disabilities e.g. Risk Assessments, Moving and Handling plans, Individual Healthcare plans and transition plans.

The school will continue to improve the physical school environment and facilities to enable pupils with complex physical needs to fully access the school site.

1. This Accessibility Plan has been drawn up in consultation with parents, staff and governors of the school and covers the period from Spring 2022 – Spring 2024.
2. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. St Joseph's Primary School plans, over time to increase the accessibility of provision for all pupils, staff and visitors to the school. This plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the school site and physical aids to access education. Where appropriate and considerable costs will be incurred the school will apply to the LA for possible grants.
 - Increase access to the **curriculum** for pupils with a disability, expanding to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils. (If a school fails to do this, they are in breach of the DDA). 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 pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events.
4. The action plan relates to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.
5. The plan will be monitored through the Resources committee of the Governing body.

Part 2. School and Pupil Data Analysis

School and Pupil Data Analysis

Current pupil data shows that at the start of the academic year 2021 – 22 there is 1 pupil regarded as having a physical disability under the definition within the Equality Act 2010. Pupil data is collated according to primary area of need. To reflect this complexity and map the multiple impacts on pupils, the following table further analyses the needs of the pupil population in terms of overlapping conditions and their impact on SEMH and attendance.

Area of need	Number of pupils where....
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	<i>This is their primary need</i>	<i>This is their primary area of need but also has additional co-existing conditions</i>	<i>There is an impact of SEMH</i>	<i>There is an impact on attendance.</i>
Physical disability / ies	1	0	0	0
Long term, complex or fluctuating / degenerative medical needs	0	0	0	0
Sensory support needs	0	0	0	0
Autism	7	3	2	0
Speech, Language and communication needs	4	0	0	0
Cognition and Learning needs.	6	0	1	0

What the data tells us

St Joseph's Primary School have 1 child on roll who has a physical disability and that are protected under the Equality Act 2010.

Pupils with ASD is the largest area of need within our school. Most of these pupils have an SEMH need as a result of their ASD. We have a Pastoral lead, Mrs May Dixon working within the school to support all children with an SEMH need. She has just completed Behavioural lead and ELSA (Emotional Literacy Support) training to ensure we are providing the best provision for these children.

Part 3. Consultation with Stakeholders

Consultation with Stakeholders

At St Joseph's Catholic Primary School we ensure that we consult with all stakeholders around accessibility planning. This includes consultation with staff, parents / carers, governors and the wider community. The consultation ensures that the views of ALL are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders.

This Accessibility Plan has been written in consultation with:

The full staff team which includes governors, senior leaders, site manager, teachers, teaching assistants, admin staff, catering staff and before and after school staff team.

The consultation process involved:

- Discussion at Governor's meeting
- Discussion at SLT meeting
- Sharing with staff during staff meeting.

Part 4. Good Practice in School

Access to the Curriculum

At St Joseph's, we strive to enable access to the curriculum for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

- Pupils with disabilities have access to the full curriculum and where necessary, this is tailored to best suit their individual needs, e.g. by enlarging resources
- Adaptations may be necessary to ensure that pupils with a disability are able to equally access the curriculum alongside their peers via appropriate teaching and learning opportunities.
- Staff recognise that not all pupils with a disability have special educational needs. School interrogates and analyses data to monitor the attainment and progress of pupils with disabilities.
- Where a pupil does have additional educational needs then they are able to access learning interventions alongside their peers.
- Staff are deployed, as appropriate, to support pupils to access the curriculum.
- Staff understand the needs of individual pupils and how to best support access to the curriculum, including how to use any aids, equipment or ICT.
- Staff understand the need to balance the support provided with the need to maximise the pupil's independence. Whenever possible, staff facilitate independent access to the curriculum.
- Our school uses a number of strategies and programmes to support the inclusion of pupils with disabilities e.g. use of visual timetables, use of symbols for communication and PECS.
- Our school provides CPD / staff training on areas of need identified as being important for accessing the curriculum e.g. training in ASD, Mental Health and Wellbeing.
- We use specialist chairs where required and consider the position of all pupils within the classroom.
- Aids are provided for pupils with motor coordination and poor hand/eye skills e.g. specialist pens and pencils, writing slopes, adapted rulers etc.
- We make effective use of ICT aids, such as a voice recorder, chrome book, IPADs

Pupils are supported to access the benefits, services and facilities as part of the wider curriculum offered by the school. The range of strategies used to help achieve this access are:

- Pre-warning of any outside visitors with visual support if required
- Risk assessment completed to ensure all children can take part in any activity outside of the curriculum
- Medication delivered in school by trained staff.

Our school acknowledges that pupils with a disability may require time out of school for a number of valid reasons, including:

- to attend healthcare appointments,
- increased likelihood of absence due to ill health,
- absence due to surgery or medical procedure.

Our school has strategies in place to ensure that the pupil accesses the content of the curriculum that has been missed e.g. on return to class the teacher spends time briefing the pupil and supporting with task, pupil has access to online learning, work is sent home if pupil is recuperating and is well enough to do some activities etc.

Our school ensures that the pupil's absence record takes into account medical needs and the pupil is not unduly penalised.

Our school supports all pupils to access all aspects of school life, including access to the wider curriculum e.g. extra-curricular clubs, after-school and breakfast clubs and off-site trips, visits and residential trips.

- Pupils with disabilities are able to access all off-site visits and events due to careful advance planning by staff. Visits and events are planned individually to take in to account the needs of attending pupils with disabilities.
- Pupils with disabilities are able to access extra-curricular clubs, after-school clubs and breakfast clubs due to careful planning by staff.
- Barriers and challenges to participation are analysed using a risk assessment and action is taken to minimise or reduce those identified risks using a solution-focused approach.
- A pupil specific risk assessment is completed to support access to school clubs and after-school/ breakfast clubs where barriers to access are identified and reasonable adjustments made.
- When necessary, additional staffing is provided for school clubs and after-school/ breakfast clubs to enable pupils with personal care needs or medical support needs to attend e.g. pupil with diabetes, epilepsy, pupil who needs catheterisation etc.

- Sports Day is adapted to include activities accessible for all including pupils with a physical disability who may use mobility aids or equipment e.g. power or manual wheelchairs, walking frame.
- A pupil specific risk assessment is completed for all off-site trips and visits in addition to the class/group generic risk assessment.
- Accessible coaches/alternative transport options are always used for trips involving pupils with disabilities.
- Adjustments and adaptations are made to enable full participation on an individual basis and may include, provision of adapted equipment, provision of moving and handling support to transfer position etc.

Access to the Physical Environment

At St Joseph's, we strive to enable access to the physical environment for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

- Lifts within the main school building
- Accessible / wheelchair friendly corridors.
- Hazard awareness among all staff.
- Highlighting the needs of other children where appropriate.

Mobility and moving around School

- The majority of the school site is accessible to all pupils with disabilities
- Staff encourage pupils with disabilities to move around the site as independently as is possible.

Risk Assessment

For an individual pupil with disabilities, access to the site is supported by a comprehensive risk assessment that covers the following indoor and outdoor environment areas of the school:

- access to the site
- reception/ main entrance
- the pupil's route into school
- classrooms
- corridors
- dining hall
- toilets
- outdoor pathways
- outdoor recreation areas

Access to Information

At St Joseph's, we strive to enable access to information for pupils with a disability. The following statements outline the range of strategies we use to help achieve this:

- The school provides information in alternative formats e.g. plain English, use of visuals and symbols.
- The school informs people how they can access information in other formats such as Braille, signing, audio files, video files and identify how they can access this provision if requested, within a reasonable time frame.
- The school utilises technology to share information in a variety of formats e.g. social media, apps etc.
- The school identifies how textbooks, worksheets and other pupil information is selected and provided to meet a diversity of pupil needs.
- The school utilises technology to share information with pupils e.g. specialist software, apps.

Part 5. Accessibility Action Plan

We aim to improve access for pupils with disabilities across three areas:

1. To increase the extent to which pupils with disabilities can participate in the school curriculum
2. To improve the physical environment of the school to ensure disabled pupils can access all benefits, services and facilities offered by the school
3. To improve the delivery of information to disabled pupils so information is available equally to all pupils

Target 1: To ensure the curriculum fully supports all pupils				
Area of consideration	Resource Implications	Timescale	Responsibility	Monitoring
Seating difficulties to ensure individuals are seated comfortably.	Rocker Chair - £120	Ongoing	Governors Head Teacher	Resources Committee
Visual Impairment - Steps not clearly defined. - Doorways may be lacking sufficient definition. - Darker areas may not provide safe passage.	£200 approximately.	As needed.	Site manager.	Head Teacher.
Language Difficulty - Items in school and in classrooms clearly labelled.	Simple clear signs to be produced by office £15 for laminating	Ongoing – start of each school year.	Class Teachers	Head Teacher
Hearing loss / sight problems. Pupils unable to access curriculum because of inability to receive full teaching orally.	Use of special equipment to enhance sound if required.	Ongoing – position of known pupils to be thought out to maximise reception e.g. seated near front or near class teacher.	CTs and LSAs	Head Teachers.
Incorporate resources to support individual needs into all planning, e.g. overlays, coloured background for IWB, left-handed grip pens, dyslexic friendly exercise books, enlarged texts.	£150 per class.	Ongoing	All staff.	Senco SLT
Target 2: To ensure the physical environment is suitable for all pupils				
Access to alternative doors	Portable ramps purchased when needed - £1000	Ongoing	Governors	Resources Committee
The governing body needs to ensure any major alteration or school refurbishment project provides improved facilities for all users of the school with a disability.	To ensure that any large capital project considers the requirements of those with a disability.	As required	Governors	Resources Committee as required.
Target 3: To ensure the delivery of information is suitable for the entire school community.				
Parents / carers not able to access all school information without support – English not first language of family.	Time – forms to be translated as required. 1-1 support given as required.	Ongoing – as required.	HT, Senco, Governors, all staff.	Agenda on full governor body meeting if required.

Action plan will be reviewed annually and amended as required.