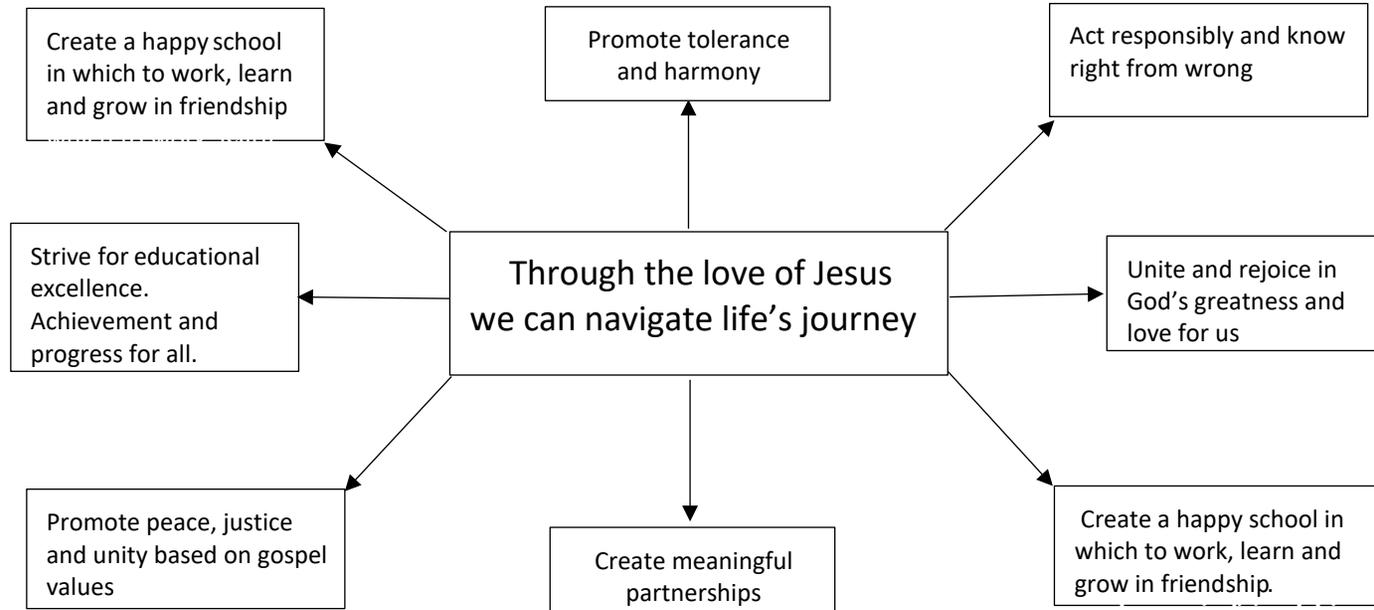


St Joseph's Catholic Primary School School Accessibility Plan



Update September 2020 Review September 2021

Our Mission Statement



Background and Purpose.

The Accessibility Plan is drawn up in compliance with Schedule 10. Paragraph 3 of the Equality Act 2010.

It sets out to

1. Increase the extent to which pupils with a disability can participate in the school's curriculum.
2. Improve the physical environment of the school for the purpose of increasing the extent to which pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
3. Improve the delivery of information to pupils who have a disability which is readily accessible to pupils without a disability.

Disability is defined within the Equality Act 2010 as, 'a person (P) has a disability if P has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.' This plan concerns accessibility for pupils with a disability and those with a suspected disability awaiting medical diagnosis. This plan does not include access issues for disabled visitors to the school. Disabled visitors are asked to contact the School Office so that suitable arrangements can be made to accommodate their visit(s). In addition to the Accessibility Plan other relevant school policies are: • SEND Policy • Behaviour Policy • Health and Safety Policy • Supporting pupils with Medical Conditions Policy.

At St Joseph's we currently support children with a range of needs; these include Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Genetic conditions, medical conditions, visual impairment and hearing impairment, Social and mental health needs, speech and language difficulties.

How the school already adapts access for pupils with a disability

The access needs of any prospective pupil with a diagnosed, or an undiagnosed but suspected disability, are discussed with parents prior to joining the school which are held by the SENCO or SLT.

Accessibility to the school curriculum: Curriculum adjustment is initially met via Quality First Teaching in the classroom, with differentiation. Further small group or 1:1 learning activities may be introduced to support the pupil's needs. Support from external agencies may be sought to meet the pupil's needs.

Physical accessibility: Pupils' needs are met by staff awareness of an appropriate position for the pupil in the classroom, face to face communication, and provision of adult support. The ground floor of the school is accessible for wheelchair users. Access to the school is via Crawford Road using the parent's entrance. There is a disabled toilet for pupils.

Modification of information: All classrooms utilise visual timetables, to minimise stress and anxiety for pupils with ASD and ADHD and to prepare them for the day's learning activities. Information is modified in several ways, for example: use of larger font size, coloured paper, coloured white board background, coloured overlay sheets, information provided verbally and visually in repeated small chunks, sensory exercises and learning breaks, use of an adult to scribe and the use of alternative recording techniques. Assemblies are modified by alternative seating being available for pupils with any sensory issues, use of sound cancelling headphones, an alternative space and adult support.

Targets	Strategies	Outcome	Timescale/ Who
Ensure Disability access is available for all pupils/ staff.	Review access. New gates in Crawford Road ensure easy access into school.	Disabled space in front car park/ rear car park is available. Ring bell at parent's gate to gain access to school. Slope created to gain access into KS1 Playground and main building.	Safer entry to and exit of the school building
To ensure all areas of the curriculum are accessible to all pupils.	Identify particular needs and what reasonable adjustments can be made to allow equality of opportunity. Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All children have access to all areas of the curriculum.	Ongoing subject to the needs of individual children who attend the school. SENCO to monitor.
Ensure SEN children have full access to the curriculum	Access help via LIFT. Communicate in Print part of normal practice. Ensure all children have ICT access.	SEND pupils have support and access to an appropriate timetable. EHCP's reviewed termly and additional funding sought by school. Difficulties with IT overcome	School is inclusive for all SEN pupils. School works in partnership with parents & multi-agencies.
To plan specific staff training depending on the needs of any particular pupils who attend the school.	Seek out specialist training according to the needs of children who attend the school.	Staff feel confident to provide appropriate support for all children, including those with disabilities.	Ongoing subject to the needs of individual children who attend the school.
Ensure children with EHC Plans have a broad and balanced curriculum	Provide appropriate IT and software to support needs of individuals	Tablets/computers are an integral part of learning. Children have full access to both the internet and software to support their ongoing needs	Full curriculum access is achieved
Review of Medicine Policy	Individual Health Care Plans up to date and signed by SLT.	Available in First Aid area.	Health plans in place-reviewed at least annually. Monitored by AEN welfare Officer or SENCo.

First Aiders accreditation renewed.	Specialised First Aiders for a range of difficulties e.g. paediatric etc.	First aiders trained.	Trained first aiders on site at all times.
Ensure all Hearing Impaired children have access to audio resources. Ensure Adults with HI are appropriately supported.	Visual fire alarm installed in disabled toilet Loop/sound field system available.	H&S issues addressed for all.	Safer environment and access to the curriculum for hearing impaired pupils.
Support for pupils with mobility difficulties. Review physical environment regularly ensuring access for all.	Ensure access to the curriculum . Carry out a full review of the physical environment in line with the H/S policy.	The ground floor only has full disabled access due to age and nature of the building. Reviews take place termly and reasonable adjustments are made according to individual needs of pupils.	Greater accessibility to curriculum. Steps and play surfaces user friendly. Monitored by site manager, SLT, Governors. Annually reviewed.
To actively promote inclusion & equality, including disability equality.	Promote through: Staff CPD • Assemblies • Celebrating differences.	Increased whole school awareness of inclusion, equality and disability issues.	SLT / SENCO Class Teachers