



Autumn

22

St Joseph's Catholic Primary School

Accessibility Plan

Date ratified by Governors:	November 2022
Date of next review of the policy:	Autumn 2023
This policy is reviewed:	Annually

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Aspiration - Compassion - Community - Faith - Respect – Responsibility

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Section 1: Purpose of Plan

This plan shows how St. Joseph's Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/ carers and visitors.

The Accessibility Plan is structured to complement and support the school's Equality objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Section 2: Definition of disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Section 3: Areas of planning responsibilities

We are 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 regards to disability and to developing a culture of inclusion, support and awareness within the school.

St. Joseph's Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- 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 within a reasonable timeframe.
- 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; the information should be made available in various preferred formats within a reasonable timeframe.

Section 4: Current Range of known disabilities

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Section 5: Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Map
- Equal Opportunities
- Health & Safety Policy
- Special Educational Needs & Disability Policy
- Relationships (Behaviour) Policy
- School Development Plan

Section 6: Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Section 7: Improving Curriculum Access

TARGET	STRATEGY	OUTCOME/IMPACT	TIMEFRAME
To continue to recognise that ICT can promote accessibility and so the school remains proactive in seeking best practice.	To regularly discuss ICT provision at SLT, governor and staff meetings.	Continue to provide technology appropriate for pupils with disabilities.	On-going.
To deploy Teaching Assistants effectively to support pupils' participation.	Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs.	Pupils' needs are appropriately met through effective deployment of skilled support staff. Review and ensure resources, both staffing and physical space, are being used for maximum impact, providing the highest quality provision.	On-going.
All out of school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities such as trips out, residential visits, extended schools activities and sporting events will be conducted in an inclusive environment that comply with all current and future legislative requirements. Activities and visits monitored by off-site visits and risk assessments.	On-going.
To develop a CPD programme to ensure staff are kept aware of the need to offer resources in alternative formats where necessary and are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.	Staff training requirements identified from performance review. Staff training in staff meetings, guest speakers, school nurse, link professional, inset.	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum. CPD monitored by SLT to provide access to training appropriate to needs as identified in appraisal.	On-going
Regularly seek advice from specialist agencies and professionals to ensure provision is exemplary for all pupils.	Discuss pupils individual and group needs and find ways to overcome barriers to learning, acting on advice.	All pupils are able to access the curriculum and make maximised progress in all areas. Staff make reasonable adjustments to remove barriers to learning for all pupils.	On-going
Training for Governors in terms of Raising Awareness of Disability Issues.	Provide training for governors.	Whole school community aware of issues.	

Section 8: Improving the Physical Access

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools improvement planning process is the vehicle for considering such needs on an annual basis.

TARGET	STRATEGY	OUTCOME/IMPACT	TIMEFRAME
Improve signage and external access for visually impaired people.	Yellow strip mark step edges.	Visually impaired people feel safe in school grounds	On-going.
Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities	Evacuation chair in place.	As required.
Ensure hearing equipment in classrooms to support hearing impaired.	Seek support from LA hearing impaired unit on the appropriate equipment.	All children have access to the equipment.	On-going.
All fire escape routes are suitable for all.	Make sure all areas of school can have wheelchair access.	All disabled staff, pupils and visitors able to have safe independent egress.	On-going and as required.

Section 9: Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such material to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of material supportive to need.

TARGET	STRATEGY	OUTCOME/IMPACT	TIMEFRAME
Review information to parents/ carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	All parents receive information in a form that they can access. To establish good communication and to support parents. All parents understand what the headlines of the school are. Text messaging service to communicate with all parents.	During induction. During induction. On-going.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged clear print for pupils with a visual impairment.	Excellent communication.	As required.
Ensure all staff are aware of guidance of accessible formats	Guidance to staff on dyslexia and accessible information.	Staff produce their own information.	On-going.
Languages other than English to be visible in school.	Some welcome signs to be multi-lingual.	Confidence of parents to access their child's education.	On-going.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible.	Pupils and/or parents feel supported and included.	As required.
Provide information in simple language, symbols, large print for prospective parents/ carers who may have difficulty with standard form of printed information.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure prospectus is available via the school website.	All can access information about the school.	On-going.