



Miss J. Jones (Executive Headteacher)
Miss E. Matterson (Chair of Governors)

Accessibility Plan

Recruitment and Selection Policy Statement

St. Joseph's Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Updated September 2024

St. Joseph's Catholic Primary School

School Accessibility Plan

Under the Equality Act 2010 and the SEND Code of Practice 2014 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability 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 carry out normal day to day activities”

Physical or mental impairments can include:

- Learning difficulties
- Physical difficulties
- Sensory difficulties
- Long-term medical difficulties
- Speech, language and communication difficulties
- Emotional and social difficulties
- Mental health difficulties

At St. Joseph's Catholic 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.

St. Joseph's Catholic Primary School 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.

St. Joseph's Catholic Primary School Accessibility Plan shows how access is to be improved for special educational needs and 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.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the **curriculum** for pupils with a special educational need and/or disability, expanding the curriculum as necessary to ensure that these pupils are as equally prepared for life as any other pupil. (If a school fails to do this they are in breach of their 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's 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 and maintain 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 special educational need and/or disabilities; examples might include hand-outs, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe whenever possible.

This Accessibility Plan should be read in conjunction with our policies for:

- Child Protection within Safeguarding
- The Curriculum
- Equality, Diversity and Cohesion
- Inclusion
- Special Educational Needs and Disabilities
- Supporting Pupils with Medical Conditions

Our Aims are to:

- Increase access to the curriculum for pupils with a special educational need and/or a disability.
- Maintain and improve access to the physical environment.
- Improve the delivery of written information.

Our objectives are detailed in the Action Plan below.

Current Good Practice

The school has developed very good relations with feeder nursery schools and families and this enables us to collect important information regarding any special educational need, disability or health condition in early communications. For parents and carers of children already at St Joseph's, we ensure that SEN and medical information is regularly updated through SEN reviews, Structured Conversations, Short Notes and annual data collection exercises.

Physical Environment

The school endeavours to provide **all** children with opportunities to participate in all aspects of the curriculum and to attend and participate in a range of extra-curricular activities – in order to accommodate this reasonable adjustments including additional support are made to facilitate children with particular needs.

There are very few parts of the school to which disabled pupils have limited or no access, although steps to the main entrance and stairs to the rear of the school can pose difficulties – since these areas cannot be accessed by wheelchairs.

Curriculum

There are very few areas of the curriculum to which special educational needs and disabled pupils have limited access. Some areas of the curriculum may present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, however, all reasonable adjustments are made to ensure that all children are included.

Information

Different forms of communication are available to enable all special educational needs and/or disabled pupils to express their views and to hear the views of others. Access to information is planned, with a

range of different formats available for special educational needs and/or disabled pupils, parents and staff.

Access Audit

The school is a very old building (built in 1899) and is accessed by steps to the front of the building and stairs to the rear/side. Neither route is suitable for wheelchair access and the school has been informed that there are no reasonable or practical solution to this problem.

A new classroom was built onto the side of the school in 2014 and this is the only classroom accessible from ground level. This classroom has access to a disabled toilet (fitted with a handrail and a pull emergency cord), however, there is no easy access to the rest of the school from this area.

A further 4 classrooms are located on the first floor and all have easy access to the school hall which is used for assemblies, PE and lunch.

There is limited on-site car parking for staff, but, no on-site parking for parents or visitors. Anyone needing to park within the school grounds would need to make arrangements with the school office. Generally, parents/carers and visitors are welcome to use the Church car park which is directly opposite the school grounds.

All pupil entrances to the school are via steps or internal stairs – these entrances have wide doors fitted. The main entrance is accessed by steps. The school has internal emergency signage and escape routes are clearly marked. Emergency procedures include plans for assisting disabled pupils, with a named member of staff.

Management, Coordination and Implementation

- Consultation with experts (Sensory Impairment, SEND inclusion etc.) will take place when/if new situations arise regarding pupils with special educational needs and/or disabilities
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

Details of the Plan

Where possible maximise the extent to which disabled pupils and pupils with special educational needs can participate in the school curriculum:

- St. Joseph's Catholic Primary School will assess the needs of every disabled pupil and pupils with special educational needs, taking advice from external agencies where appropriate, and based on that assessment will take reasonable steps to avoid putting them at a disadvantage. Examples may include providing IT equipment such as a computer to support writing for pupils with physical disabilities, or vision aids for pupils with visual impairment.
- Pupils will be, wherever possible, included into mainstream provision, and will have access to a balanced curriculum which suits their needs.
- Teachers and the Senior Leadership Team of the school will plan lessons in order to accommodate SEND pupils.

Where possible improve the physical environment and maximise the extent to which disabled pupils and pupils with special educational needs can take advantage of the school's facilities, resources and associated services:

- The school will continue to maintain and develop where possible the layout of the school building and site (classrooms, hall, library and playgrounds) in order to allow access for all pupils.
- The school will continue to maintain and develop where possible access to, from and past doorways and steps, toilet facilities, pathways/routes (that are logical and well signposted) and parking for all users but particularly wheelchair users.
- Where possible the school will maintain and develop lighting, non-visual guides and décor or signage in order to assist disabled pupils with visual impairment, autism or epilepsy, in and around the building.
- The school will where possible take steps to reduce background noise for hearing-impaired pupils as required.
- The school will (in line with its Health and Safety policy) ensure that emergency and evacuation systems are in place for all pupils.

Set suitable learning challenges for all pupils and develop outstanding provision for diverse learning needs:

- The school encourages high aspirations from pupils with regard to their learning and sets high expectations for all pupils regardless of any needs and/or disabilities.
- Where possible classrooms will be organised to facilitate the full inclusion of pupils with disabilities.
- Teachers will use a range of organisational approaches such as setting, grouping or individual work to ensure all pupils can be successfully included.
- Teachers will plan the pace of lessons carefully to ensure all pupils have opportunities to learn, allowing for additional time needed by some special educational needs and/or disabled pupils.
- An individual pupil's prior attainment will be used to select appropriate programmes of study.
- Teachers will provide a flexible approach to planning the curriculum for all pupils but particularly those who have gaps in their learning or need additional support.
- The school will continue to work toward developing and providing a flexible curriculum that will meet diverse needs, ensuring planning is appropriately differentiated.
- Special educational needs and disabilities (SEND) review procedures will be used to inform the school with regard to the type of support needed and provision for this for pupils with special educational needs and/or disabilities (SEND).

Ensure all pupils are empowered to overcome barriers to learning:

- The school will provide access to ICT as appropriate to support pupils with physical disabilities and will ensure where possible activities are provided to enable physically disabled pupils to make progress in practical areas of the curriculum.
- The school will continue to work toward providing effective support for pupils who need help with communication, language and literacy via, for example, the use of visual and written materials in different formats suitable to individual needs.
- Where possible extra opportunities will be provided for pupils learning English as an additional language to speak and write in their first language.
- The school will ensure where possible that all pupils have access to a full, broad and balanced national curriculum suitable to their level of ability.
- The school will continue to develop the delivery of materials and formats in order to assist pupils with disabilities, ensuring that where needed the full range of support services provided by the Local Authority are utilised when required.

St. Joseph's Accessibility Audit and Action Plan

Section 1:

Question	Yes	No	N/A at present
Does St. Joseph's deliver the curriculum effectively for all pupils?	✓		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓		
Are your classrooms optimally organised for disabled pupils?	✓		
Do lessons provide opportunities for all pupils to achieve?	✓		
Are lessons responsive to pupil diversity?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some SEND pupils, for example using lip reading?	✓		
Do staff recognise and allow for the additional time required by some SEND pupils to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for SEND pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Do you provide access to computer technology appropriate for pupils with SEND?	✓		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓		
Are there high expectations of all pupils?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		

St. Joseph's Catholic Primary School – Accessibility Plan Summary

Section 2

Accessibility Action Plan Priority Target	Success Criteria	Timescale	Cost/Budget	Responsibility
<p>Improving the physical environment of the school.</p> <p><i>Priority: Steps and Stairs</i></p> <p><i>The age and design of the school does not accommodate wheelchair access. This is an issue which cannot be rectified without substantial redesigning and rebuilding of the school access routes. The school recognises the issues associated with steps and stairs leading into the school. It therefore endeavours to ensure access and egress of the school building is not further complicated by additional obstacles for children or adults with other disabilities.</i></p>	<ul style="list-style-type: none"> ➤ There are no obstacles on the steps or stairs leading into the school ➤ The nosing of the steps/stairs are in good repair ➤ All nosings are made apparent by a permanently contrasting material on both the tread and the riser...the surface is firm, durable and slip resistant ➤ Stairs have a 55mm x 5mm colour contrasting nosing edge ➤ Staff monitor children entering and leaving the school – child use the steps ➤ Provision of climbing 'pirate ship' to support acquisition of gross movements 	<p>On going</p> <p>Repainted: 2023-2024</p> <p>Daily</p> <p>Summer 2015</p>	<p>School budget</p> <p>School budget</p>	<p>EHT</p> <p>Management Team - TAs</p>

<p>Improving the physical environment of the school.</p> <p><i>Priority: Signage</i></p>	<ul style="list-style-type: none"> ➤ Clear signage in and around school ➤ All fire exits and routes clearly marked 	<p>Up-graded August 2023</p>	<p>School budget</p>	<p>EHT</p>
<p>Improving the physical environment of the school.</p> <p><i>Priority: Disabled toilet</i></p>	<ul style="list-style-type: none"> ➤ Disabled toilet is available next to Class 6 on the ground floor (Toilet intalled 2014) and in the KS1 corridor (installed 2019) 	<p>In place</p>	<p>Basic Needs funding</p>	<p>EHT Mr Blakemore</p>
<p>Improving the physical environment of the school.</p> <p><i>Priority: Cloakrooms and toilet areas</i></p>	<ul style="list-style-type: none"> ➤ Improved supervision of cloakroom facilities to ensure areas are kept as clear as possible. ➤ No obstacles causing obstructions ➤ No trip hazards ➤ Toilets appropriate to age and height of pupils – separate KS1 and KS2 toilets ➤ Separate staff toilets – male and female ➤ Kitchen staff have their own toilet facilities ➤ Any spillages in toilet areas are quickly dealt with 	<p>Timetabled for staff supervision of cloakrooms</p>		<p>EHT/ DHT/ Teaching and Teaching Assistants</p>

	<ul style="list-style-type: none"> ➤ Flooring in all toilet and cloakroom areas is non-slip 			
<p>Improving the physical environment of the school.</p> <p><i>Priority:</i></p> <ul style="list-style-type: none"> • <i>Visual displays and paint work</i> • <i>Computer screens and interactive whiteboards</i> 	<ul style="list-style-type: none"> ➤ Paint work throughout the school ensures that people with visual impairments are able to use the school environment effectively. ➤ Displays use contrasting colours – labels and titles are clear and in large print ➤ Staff and children do not spend an excessive amount of time on computers ➤ Interactive boards are always sharp and text/pictures well focused 	<p>School was redecorated Summer 2020. (5 year cycle)</p> <p>Monitored closely – daily.</p>	School budget	<p>Exec. HT</p> <p>All staff</p>
<p>Improving the physical environment of the school.</p> <p><i>Priority: School playground facilities</i></p>	<ul style="list-style-type: none"> ➤ All playgrounds are appropriately supervised and children with SEND are well supported ➤ SEND children with movement difficulties or poor spatial awareness are closely supervised when moving from the school playground and accessing steps/stairs ➤ All leaves removed to avoid slip hazards – Autumn term 	<p>Daily equipment checks.</p> <p>Yard condition surveys carried out daily.</p>	School budget	<p>Exec. HT</p> <p>All staff</p>

	<ul style="list-style-type: none"> ➤ Pathways to school and playground effectively cleared of snow and ice and well-gritted ➤ Early Years pupils have their own playarea with grassed and soft surfaces – climbing frames and large equipment are well supervised and checked daily for damage, safety etc. ➤ Y1 and 2 have their own playarea 			EYFS TA
<p>Improving the physical environment of the school.</p> <p><i>Priority: Reduction in background noise and supporting staff/ children/ parents with hearing impairment</i></p>	<ul style="list-style-type: none"> ➤ All classrooms have good quality carpets and blinds to reduce noise ➤ Noise levels are low throughout the school 	2020 On-going	School budget	Exec. HT All staff
<p>Improving the physical environment of the school.</p> <p><i>Priority: Flooring – ensure no trip hazards due to flooring not being in good repair or edging trim damaged</i></p>	<ul style="list-style-type: none"> ➤ All flooring in good condition ➤ All edging trims in good condition ➤ No trip/slip hazards 	On-going checks made	Replacement flooring – through school budget – as and when required. Last refit - 2020	EHT Staff

<p>Improving the learning environment of the school.</p> <p>Increasing the extent to which pupils can participate in the school curriculum</p>	<ul style="list-style-type: none"> ➤ Staff know pupils' individual needs ➤ Pupils can access curriculum - staff is appropriately deployed and trained to support and ensure access. ➤ Effective use of equipment to promote learning where appropriate e.g. Movement Programmes, Speech and Language intervention, etc.. ➤ Curriculum Planning ensures provision for all pupils ➤ Lessons address a variety of learning styles and are differentiated appropriately. ➤ Font style and size is appropriate to individual needs ➤ Monitoring shows significant progress is made by pupils ➤ School visits are accessible to all pupils regardless of attainment or disability ➤ No child unable to participate in school activities and curriculum 	<p>Ongoing</p> <p>Ongoing/as required</p> <p>As required</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Half termly</p> <p>As required</p>	<p>School budget</p>	<p>Exec. Headteacher Deputy Head All Staff</p>
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<p>Improving communication of the school.</p> <p>Ensure Newsletters, website and information to parents is readable – font size and style allows for easy reading.</p> <p>Provide information in different languags.</p>	<ul style="list-style-type: none"> ➤ Information is well presented, font size and style appropriate to audience. Eg. Newsletters, letters to parents, information to visitors and staff. ➤ All staff available to support parents/carers in accessing information when necessary. ➤ Provided information in different languages as requested or required 	<p>Ongoing</p> <p>As required</p>	<p>School budget</p>	<p>All staff</p>

