



Accessibility Plan

June 2020

Draft

Review Date: June 20xx

Together we love- Together we hope- Together we learn

St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we enable and encourage everyone to share and nurture a love of learning and the love of Christ.

Together, we hope to inspire ourselves and each other to be the best we can and to embrace our future with confidence.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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.

Objectives

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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

This Accessibility Plan shows how access is to be improved for 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (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 schools 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 disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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

- Behaviour Management Policy
- Curriculum Policies

- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: Curriculum & Standards Improvement Committee & Resources Committee

Date: _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

The Governing Body
 Head Teacher
 Deputy Headteacher/SENCO
 School Business Manager
 Site Supervisor

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum	<ul style="list-style-type: none"> Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. Agree "Reasonable Adjustments" Classroom Checklist with all staff. Ensure all classrooms and resources are organised in accordance with pupil need. Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. 	Term1/2	Staff Meeting time	SENDCo HT	SENDCo SEND Gov (JH)
Access to wider curriculum	<ul style="list-style-type: none"> Ensure that extracurricular activities are accessible 	Ongoing			SENDCo SEND Gov (JH)
Impact Analysis Ensure all policies consider the implications of Disability Access.	<ul style="list-style-type: none"> Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. Consult pupils and staff on 	T1/2	School Council (LH) Staff Meeting Time (GB)	SENDCo HT	SENDCo SEND Gov (JH)

	<ul style="list-style-type: none"> any proposed changes. Introduce new policies 				
Premises Increase site access to meet diverse needs of pupils, staff, parents and community users.	<ul style="list-style-type: none"> Audit of provision (site access) and resources 	T1/2	Meeting time (Business Manager & Govs)	Business Manager (SCh)	Resources Committee (Govs)
Attitudes To promote positive attitudes to disability	<ul style="list-style-type: none"> Review PSHE Curriculum Involve local disability groups in assemblies and visits to school Regular items for newsletter highlighting achievements of pupils with disabilities 	T3/4	Staff Meeting Time	PHSE Lead SENDCo	SENDCo SEND Gov (JH)
Newsletters and Information Availability of documents in alternative formats.	<ul style="list-style-type: none"> Identify resources available in order to meet potential need for parents and carers. 	T1/2	Office staff	Business Manager (SCh)	Headteacher