



## ST JOSEPH'S CATHOLIC PRIMARY SCHOOL ACCESSIBILITY PLAN 2021

### Legal framework and background to the accessibility plan for disabled children.

The Equality Act 2010 requires schools to carry out accessibility planning for disabled pupils aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of educations, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

### Definitions

Under the terms of equality of the Equality Act, a disabled person is defined as

**'someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'**

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### School Vision and Values

St Joseph's Catholic Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We want all our children to achieve their potential, participate fully and be happy in school. We treat every pupil as an individual and provide a learning environment that is safe and where everyone respects each other. We believe that all learners are equal and recognise and respect difference. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.



The Accessibility Plan is an important part of the school's drive to ensure equality and opportunity for all pupils and outline areas for improvement and timescales for implementation. The plan is reviewed annually by the Governing Body and is revised every 3 years. The plan is published on our school website and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan.

### Contributions to the plan

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Families of children with disabilities told us they wanted

- their children to be able to do what other children in school can do
- their children to be happy in school and well supported so they can join in with everything we have to offer
- the school to communicate well with them so that they could work with us to plan for the child appropriately.

There are many examples of our school supporting our school by making 'reasonable adjustments' such as

- providing visual timetables
- providing go to spaces
- providing quiet rooms with minimal distractions
- wheelchair access
- providing colour overlays
- providing workstations
- providing the sensory room
- providing fiddle toys and sensory putty
- providing angle boards
- providing apps
- providing headphones



- Providing steps
- Providing task lists and timers
- Attachment Friendly School Status
- Social Communication Kitemark
- Providing Theraplay
- Providing ELSA
- Providing Thrive.

### Who is responsible for ensuring that the Accessibility Plan is in place and followed?

#### **The school Governing Body is responsible for:**

- Making sure the school complies with the relevant equality legislation
- Making sure requirements of the Equality Act 2010 are implemented, that there is a school Accessibility Plan in place and available on the school website
- Monitoring the implementation and effectiveness of this plan on a regular basis.

#### **The head teacher is responsible for:**

- Making sure the school Accessibility Plan is regularly reviewed and updated with the Governing Body
- Monitoring the implementation and effectiveness of this plan on a regular basis
- Making sure the Accessibility Plan is readily available and that the governors, staff, pupils and their parents are carers are aware of it.
- Making sure all staff know their responsibilities in relation to the Equality Act 2010 legislation and receive training and support in carrying these out
- Taking appropriate action in cases of harassment, victimisation and discrimination in relation to disability.

#### **Individual staff are responsible for:**

- Dealing with discriminatory incidents



- Being able to recognize and tackle bias and stereotyping
- Promoting equal opportunities and good race relations
- Avoiding discrimination against anyone for reasons covered by the Equality Act 2010

**Parents are responsible for:**

- Supporting the promotion of equal opportunities and good race relations

**Pupils are responsible for:**

- Following agreed school rules and guidelines

**Our Accessibility Plan is built around the core aims of increasing the extent to which disabled pupils can participate in the life of the school.**

We aim to address this by planning for improvements in the areas required by Equality Act 2010 legislation as follows:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information for disabled pupils.

## Accessibility Plan 2021 - 2024

| <b>Increase the extent to which disabled pupil can participate in the life of school</b>   |   |  |   |  |                         |   |
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| <b>Long term goals</b>   |   |  |   |  |                         |   |
| <ul style="list-style-type: none"> <li>To ensure that no school policies or activities discriminate against children with disabilities and develop and implement strategies across all areas of the life of the school to include everyone equally.</li> <li>To continually review attainment outcomes for children with SEND and take action to improve these year on year.</li> <li>Ensure that children themselves have a forum for their views about how well their needs are met in our school.</li> <li>Ensure that all staff are aware of their responsibilities under the requirement of the Equality Act 2010.</li> <li>Promote positive school culture and raise awareness of equality across the school.</li> <li></li> </ul> |   |  |   |  |                         |   |
| <b>Increase the extent to which disabled pupils can participate in the curriculum</b>  |   |  |   |  |                         |   |
| <b>Identified area</b>   | <b>Actions and timescales<br/>Short term<br/>Sept 2021 – July 2022</b>  | <b>Actions and timescales<br/>Medium term<br/>Sept 2022 – July 2023</b>  | <b>Actions and timescales<br/>Long term<br/>Sept 2023 – July 2024</b>   | <b>Resources and costs</b>               | <b>By whom?</b>         | <b>Monitoring and evidence of outcome</b>                           |
| As part of the Equality Act 2010 anticipatory duty, ensure that educational visits and extra-curricular activities are planned to include all children where possible. Any providers should be able to meet the  | <p>Review Educational Visits arrangements – identify strategies to overcome potential discrimination.</p> <p>Review and audit extra-curricular provision to ensure equity of access and identify any barriers</p> | <p>New Educational Visits policy in place</p> <p>All new extra-curricular activities to be reviewed to ensure equal access prior to starting.</p> <p>Policy statement on Extra-Curricular activities to be</p> | <p>Review visits undertaken and revisit the Educational Visits Policy to ensure it remains relevant.</p> <p>All school activities to be accessible to all students.</p> | Allocated professional development time. | SENDCo<br>SEND governor | <p>Governing Body Ratification Policy</p> <p>Review – July 2020</p> |

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| <p>needs of the pupils attending the venue</p>   |   | <p>available for families on the school website.</p> <p>Residential visits planned for 2017-2018 to be fully accessible to all children.</p> |  |  |  |  |
| <p>Improve attainment outcomes for children with SEND annually in relation to others nationally.</p> | <p>Review attainment outcomes for children with SEND and identify key development areas.</p> <p>Identify under achieving groups.</p> <p>Use robust data tracking arrangements for children with SEND, identify 'gaps' and seek support from specialists to implement targeted strategies to improve these for individual children where necessary.</p> <p>Provide staff training to ensure full knowledge of quality first teaching strategies.</p> | <p>Identify and source training for staff.</p> <p>Continue to Embed Thrive in school.</p>  | <p>Whole school practice development on-going.</p> | <p>Time allocation for relevant lead teachers and senior managers.</p> <p>Governing Body</p> | <p>SENDCo<br/>Leadership Team<br/>Governing Body</p> |  |

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|  | Embed use of Thrive throughout the school.   |  |   |  |   |   |
| Improve Knowledge and understanding of Equality Act requirements in relation to access to the curriculum | <p>Provide training for SENDCo on Equality 2010 requirements</p> <p>Refresher training for Governors to raise awareness of key governor responsibilities for Equality Act 2010 requirements</p> <p>Staff training over the academic year to reflect the diverse needs of pupils within school and anticipatory duties.</p> | <p>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion statement.</p> <p>Circulate 'Reasonable adjustments checklist to all staff.</p> <p>Ensure all classroom and resources are organised in accordance with pupil need.</p> <p>On-going training for all staff with particular focus on any new staff.</p> |   | <p>Staff training</p> <p>Individual training as necessary.</p> | <p>Leadership team including SENDCo</p>   |   |
| Improve ICT to increase access to curriculum for   | Review existing ICT provision, both software and hardware in relation  | Prioritise new software requirements.  | ICT systems are relevant, up to date and meet the needs of all children | Use of allocated budget  | <p>ICT co-ordinator</p> <p>SENDCo</p> <p>Head teacher</p> <p>Governing Body</p> | <p>Head teacher</p> <p>Governing Body</p> |

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| children with disabilities.   | to individual pupil need.<br><br>Involve pupils in review of hard and software.<br>Prioritise new software purchase.   |  | requiring specific ICT to support to improve curriculum access.  |   |                        |                                       |
| Promote positive attitudes to disability across the school.   | Raise the profile of mental health with pupils.  | Review assembly programme – involve local groups /MHST in assemblies and visits from school.   |  | Time allocation for subject leader  | SENDCo                 | Leadership Team<br><br>Governing Body |
| Improve access to the curriculum for children and young people with long term chronic conditions and medical needs who are deemed to have a disability under Equality Act 2010 legislation. | Review access arrangements for all children with existing chronic medical conditions and review up to date related school policy documents.<br><br>Liaise with Access Service for advice and support when required<br><br>SENDCo and head teacher trained as Mental Health Leaders | Increase awareness of the impact of mental health issues on curriculum access.<br><br>Focus on staff awareness of the impact of mental health issues for children. | Ensure the anticipatory duty under Equality Act 2010 legislation is applied for children newly diagnosed with chronic conditions, new starters to school and children moving into the area.<br><br>Maintain staff knowledge and understanding. | Training allocated in staff meetings.<br><br>Time allocation and cost for training for SENDCo and head teacher. | SENDCo<br>Head teacher | Head teacher<br><br>Governing Body    |



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| Ensure all policies consider the implications of Disability Access   | Systematically review all policies to ensure Equality Act requirements present no disadvantage to pupils.<br><br>Consult pupils, staff and governors on any proposed changes.               | Policies revisited  | All relevant policies revised. | Subject coordinators<br><br>Leadership Team and SENDCo time to review policies. | Leadership Team and SENDCo   | Head teacher and Governing Body. |
| <b>Improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.</b> |   |   |                                |   |  |                                  |
| Increase access to all areas of the school to ensure full participation in the life of the school as a whole.  | Audit of play equipment<br><br>Investigate costings of sensory garden.<br><br>Consider access into the KS2 building for children with physical disabilities. Consider and make any changes. | Engage School Council in designing modifications or additions to play equipment.<br><br>Development of a sensory garden.<br><br>Evaluate access to KS2 building for pupils. | Evaluate play equipment.       | Sensory garden cost.<br><br>Cost of making changes to KS2 playground.           | Head teacher<br>Governing body<br>Site Manager<br>School Council<br>SENDCo | Head teacher<br>Governing body.  |
| Review personal evacuation plans.  | Review personal evacuation plans.   |   |                                | SENDCo  | SENDCo<br>Head teacher<br>Governing Body                                   | Head teacher<br>Governing Body   |
| <b>Improve the availability of accessible information to disabled children</b>   |   |   |                                |   |  |                                  |
| Ensure that all information, including information   | Review accessibility of newsletter and letters for parents.   |   |                                |   | SENDCo<br>Headteacher<br>Governing Body                                    |                                  |



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| sent home is provided in the appropriate format for children. |  |  |  |  |  |  |
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Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy