



## Accessibility Plan

### INTRODUCTION

The Governing Body have a duty to plan strategically to ensure that the school is accessible to all pupils. To be fully accessible, we must ensure that all pupils, including those with a disability, are able to participate fully in the curriculum and all other activities provided by the school. The physical environment should not limit pupils' ability to take advantage of the education and other opportunities afforded by the school and we must also ensure equal access to the curriculum and the provision of information in a range of formats for disabled pupils. We aim to ensure that the quality of the physical environment; the curriculum and information removes barriers to presence, participation and achievement.

### PARTICIPATION IN THE CURRICULUM

In the terms of the guidance in Circular No. 15/2004, the curriculum covers teaching and learning and wider provision, embracing after school clubs, leisure, sporting and cultural activities and school trips. Planning for improved access to the curriculum should include consideration of school and classroom organisation and support, timetabling, curriculum options, the deployment of staff and staff information and training.

St Joseph's Catholic Primary School will:

1. Continue to provide a broad and balanced curriculum for all pupils.
2. Continue to develop approaches to the differentiation of the curriculum to enable increased access for pupils with disabilities.
3. Identify all pupils and known prospective pupils who face barriers to learning and full participation.
4. Consider pupils, and prospective pupils, assessed needs and consider any reasonable adjustment which may be necessary to enable them to participate.
5. Develop curriculum audits which review patterns of achievement and participation of all pupils in different areas of the curriculum.
6. Audit the approaches used when planning and delivering the curriculum.
7. Audit staff training needs to ensure maximum participation in the planning and delivering of the curriculum.
8. When creating and reviewing support plans, ensure cohesive resource banks are in place, to support increased participation in the curriculum.
9. Audit pupil, and prospective pupils needs in relation to the wider provision of school, including after school clubs; leisure, sporting and cultural activities; and school trips.
10. Seek to develop and share good practice in this area and access the opportunities provided by external agencies and other schools to facilitate this process.

### IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL FOR DISABLED PUPILS

The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room décor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-



finding systems. Adjustments can also be made through rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education include ICT equipment, desks, chairs, writing equipment, science equipment, etc. There is a distinction between aids provided under the SEN framework, which are allocated for individual pupils, and aids or adaptations provided under the planning duty which relates to the pupil population (and future population) of the school.

St Joseph's Catholic Primary School will:

- Ensure an access audit has been completed and incorporate the outcome into school planning.
- Seek to include minor building works or developments to improve accessibility identified by the school, or through the access audit, into the school development plan.
- Continue to provide specialist aids/equipment to individual pupils within the terms of the agreement described above.
- Ensure training is made available to the Governors and school staff as necessary to raise awareness of school responsibilities and opportunities for improvement.
- Continue to maintain up-to-date information about the number of children and young people with disabilities in the school, or anticipated to be attending in the future.
- Consider, on a planned basis, how to improve accessibility through reorganising and rearranging aspects of the school environment without physical adaptation or building works.

#### IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

(Planning to make written information normally provided by the school to its pupils available to disabled pupils)

All Information items such as handouts, timetables, text books or information about school events can be provided in alternative formats: large print, audio tape, Braille, a recognised symbol system, the use of ICT and the provision of information orally, through lip reading or in sign language.

Information must be provided within a reasonable time frame, i.e. to be of proper use for the pupil. For example, a reasonable time frame for the provision of a handout needed during a lesson would be the start of the lesson. In practice, it is anticipated that the majority of pupils requiring information to be provided in a different format will already have had their needs identified through the school's SEN identification processes.

St Joseph's Catholic Primary School will:

1. Raise awareness amongst staff about the requirements to provide information in alternative formats if required.
2. Maintain up-to-date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff.
3. Collect and share example of good practice amongst staff.



4. Review and audit the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.
5. Seek specialist advice and support in those cases which lie beyond the school's immediate expertise.

## **ACCESSIBILITY AUDIT**

## **Appendix 1**

### **Section 1**

Question	Yes	No
Does the size and layout of areas: including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, and outdoor areas allow access for all pupils?	√	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities?	√	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well designed?	√	
Are emergency and evacuation systems set up to inform ALL pupils and adults including those with SEN and disability and including alarms with both visual and auditory components?	√	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	NA	
Could any of the décor be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		√
Could any signage be considered confusing or inadequate?		√
Are areas to which pupils should have access, well lit?	√	
Do areas of storage prevent disabled pupils from accessing aids and equipment?		√
Are steps made to prevent the exclusion of people with disabilities that affect their hearing and vision from arranged events? e.g. considering a room's acoustics, noisy equipment and presentation of material.	√	
Is furniture and equipment selected, adjusted and located appropriately?	√	



## Section 2

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√	
Do you make the best use of teaching assistants?	√	
Are your classrooms optimally organised for disabled pupils?	√	
Are lessons responsive to pupil's 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?	√	
Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	√	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√	
Do staff provide alternative ways of giving access to experience or understanding for disabled 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 students with disabilities?	√	
Are school trips made accessible to all pupils irrespective of attainment or impairment?	√	
Do staff, governors and pupils receive training and education in disability equality issues?	√	
Is everyone made to feel welcome?	√	
Are there high expectations of all pupils?	√	
Are pupils equally valued?	√	



Do staff seek to remove all barriers to learning and participation?	✓	
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### Section 3

Question	Yes	No
Do you provide information in large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms or printed information?	✓ as appropriate to need	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision, e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do you have the facilities to produce written information in a variety of font sizes?	✓	
Do you make use of RNIB guidelines on producing written information in accessible formats?		✓
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	
Are the 'responsible body' aware of their duties and responsibilities under DDA?	✓	
Do school general plans take account of the duty to make reasonable adjustments?	✓	
Does the school have an adequate internal complaints procedure?	✓	



## **ACCESSIBILITY PLAN**

### **Action Plan A – Improving and maintain access to the physical environment**

<b>Ref</b>	<b>Objectives</b>	<b>Actions to be Taken</b>	<b>Time Scale</b>	<b>Priority</b>	<b>Cost</b>	<b>Date Completed</b>	<b>Responsibility</b>
1	All new build work and alterations to existing buildings will consider the needs of people with a disability and/or sensory impairment.	Audit undertaken of new nursery, classrooms and main building. Further develop sensory room in Nursery and new library area	Summer term 2023	High	£2000	Autumn term 2023	SLT, Safety manager and caretaker
2	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing	All staff
3	Disabled parking	Spaces to be provided	Immediate	Medium	£100	Summer term 2023	Safety manager and caretaker
4	Accessibility	Pictograms, simple instructions e.g. how to enter the site for all visitors	Summer term 2023	Medium	£100	Autumn term 2023	Safety manager and caretaker

### Action Plan B – Increase access to the curriculum for pupils with a disability

Ref	Objectives	Actions to be Taken	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Ensure all staff have up to date information about pupils needs. Ensure all staff are aware of the routes of enquiry should they need to access further information.	<p>Staff training</p> <p>Update support plans termly or sooner depending on the pupils.</p> <p>Ensure that the classroom is optimally organised for pupils.</p> <p>Review transition arrangements to include earlier links with EYFS settings and continued links with secondary SENDCo s'.</p>	<p>Ongoing termly</p> <p>Ongoing termly</p> <p>Ongoing termly</p>	High	£2000	Termly and evaluated	SLT/ Inclusion Support
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing	High	£2000	Ongoing	SLT/ Inclusion Support

2	Consider the roles of staff and ensure all teachers are skilled in differentiation for pupils with a disability.	<p>The roles and deployment of staff are reviewed annually in line with job descriptions, appraisal targets, and career progression.</p> <p>Provision of CPD on learning difficulties and disability CPD Monitoring through work scrutiny (ongoing)</p>	Ongoing termly	High	£2000 (CPD provision)	Ongoing	SLT, SENCo
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3	SEN provision mapping takes place termly to review progress against targets	Class teacher and SENDCo to meet	Ongoing	High	NA	Ongoing	SLT/ Inclusion Support
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4	Staff training in supporting pupils with SEND – focus on key areas of need within the school according to pupil cohorts	Outside agencies to deliver training where possible, following identification of gaps in knowledge.	Ongoing Termly according to pupil needs	Medium	Variable depending on cohort	Ongoing termly evaluations to measure impact	SLT/ SENDCo
	Whole Staff training in mental Health & Well-being from designated mental health lead	In house – updating mental health and well being action plan with all staff	Ongoing at least termly	Medium	£1500	Ongoing termly evaluations to measure impact	SLT/ SENDCo

## St Joseph's Catholic Primary School - Accessibility

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### Action Plan C – Improving the Delivery of Information to Pupils with a Disability

Ref	Objective	Actions to be Taken	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing	Medium	Not applicable	Ongoing	Admin team
2	Make pupil's progress information easily accessible to parents with English as an additional language	Continue communication with parents in home languages via Kinteract	When available	Medium	Not applicable	Ongoing	SLT

Signed: *H Francis*

Headteacher.

Signed: *L Wise*

Governor.