

## St. Joseph's Catholic Primary School



### Accessibility and Inclusion Plan

#### **Vision Statement**

Under the Equality Act 2010 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:

- (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 listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and any changes must be approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

St. Joseph's Catholic Primary School is committed to providing 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.

- 1) This plan has been developed and drawn up based upon information supplied by the Local Authority, and in consultation with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) 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.

- 3) 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 regard to disability and to developing a culture of inclusion, support and awareness within the school.
  
- 4) St. Joseph's Catholic Primary School 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 disability, 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.
  
- 5) The St. Joseph's Catholic Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
  
- 6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
  
  
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Good Behaviour Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- Special Educational Needs Policy

- 8) 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 5 to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 9) 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.
- 10)The Accessibility Plan will be monitored through the Governing Body meetings.
- 11)The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 12)The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

<b>Access Plan 2023 - 2026</b>		Aim: To ensure equality of treatment and opportunities to improve the access to education for those pupils who need additional consideration for accessibility throughout the school.				
<b>Priorities for Development</b>		To develop good practice and assessment systems to ensure that our school possesses a comprehensive and sensitive inclusion policy.				
<b>Success Criteria</b>		<ol style="list-style-type: none"> <li>1. Improved access to our school buildings</li> <li>2. Secure staff knowledge of communication strategies</li> <li>3. Improved access to the school curriculum for all pupils</li> </ol>				
<b>Evaluation Methods</b>		Annual review by Headteacher, SEN Co-ordinator and the Accessibility Governor				
<b>Target</b>	<b>Tasks</b>	<b>Links to School Aims</b>	<b>Lead Personnel</b>	<b>Resources</b>	<b>To be completed by</b>	<b>Monitored by</b>
To develop improved access to communication and the written word	Further implementation of appropriate signs & symbols around our school	Assertion of School Mission Statement	Headteacher and Accessibility Governor	Additional signs & symbols (Cost not known)	Autumn 2023	Senior Management Team & Accessibility Governor. SENCO
	Staff can use basic signing vocabulary	Staff commitment to inclusion	Senior Management Team	Signing INSET by staff members well versed in Makaton	Yearly refreshers – on-going	Senior Management Team & SENCO
	Obtain additional and appropriate ICT equipment	SEN monitoring procedures	Staff & Curriculum Development Co-ordinator, SENCO & ICT Co-ordinator	ICT resources & staff training(Cost not known)	Ongoing	Staff & Curriculum Development Co-ordinator, SENCO & ICT Co-ordinator

<b>Target</b>	<b>Tasks</b>	<b>Links to School Aims</b>	<b>Lead Personnel</b>	<b>Resources</b>	<b>To be completed by</b>	<b>Monitored by</b>
To develop improved access to the school's curriculum	Staff inset to raise awareness and understanding of SEN and different approaches to learning	To enable a wider range of pupils to attend our school	Headteacher and Accessibility Governor	Inset to be provided by SENCO and outside organisations where appropriate	Ongoing	Senior Management Team, SENCO
	Raise staff awareness of dyslexia, dyspraxia and other such conditions in order staff may more effectively meet the needs of such pupils	To ensure that all pupils will successfully access the curriculum regardless of their needs	Senior Management Team & SENCO	Inset to be provided by SENCO and outside organisations where appropriate	Termly	Inclusion Lead
	Devise a programme to improve pupils' mental capabilities and strategies	To encourage pupils to have a greater awareness of their uniqueness as well as each pupil's ability to share his/her learning with others	Staff & Curriculum Development Co-ordinator	INSET by wellbeing lead	Ongoing	Inclusion and wellbeing lead

<b>Target</b>	<b>Tasks</b>	<b>Links to School Aims</b>	<b>Lead Personnel</b>	<b>Resources</b>	<b>To be completed by</b>	<b>Monitored by</b>
To develop improved access to our school's buildings	Carry out a physical accessibility audit of the Myers Building	To ensure that all pupils who attend our school is included	Headteacher, Staff & Curriculum Development Co-ordinator	Audits to be carried out by relevant staff from the LA at no additional cost	Monthly	SLT
	Carry out a physical accessibility audit for the main building	To ensure that all pupils who attend our school is included	Headteacher, Staff & Curriculum Development Co-ordinator	Audits to be carried out by relevant staff from the LA at no additional cost	Monthly	
	Access necessary funding to meet the outcomes of the above audits			Funding requirements to be determined	Ongoing	

Last Reviewed: September 2023

Next Review: September 2026