

St Joseph's Catholic Primary School

Accessibility Plan 2024-25



'Let Your Light Shine'

Approved by St Joseph's Catholic Primary School Governing Body: Autumn 2024

Next Review Date: Autumn 2025

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

1. St Joseph's Catholic Primary School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school¹ and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes.
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 LA 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 with due regard to 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's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain 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 are the able-bodied pupils; (If a school fails to do this, they are in breach of 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 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 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 handouts, 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 Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. 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.

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

- Equality Objectives (required from April 2012)
- Equality Policy
- Health & Safety Policy (including off-site safety)
- Inclusion Policy
- Behaviour Policy
- School Development Plan

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was undertaken by the staff and governors of the school and 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.

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 School's complaints procedure covers the Accessibility Plan.

11. The Accessibility Plan will be published on the school website.

12. The Accessibility Plan will be monitored through the Governor Finance & Resources Committee

13. The school will work in partnership with the Local Authority and Diocesan Authority, in developing and implementing this Accessibility Plan.

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

Approved: M. Board Chair of Governors

Date: October 2024

Review date: Autumn 2025

St Joseph's Catholic School Accessibility Plan 2024-25

Target	Current Good Practice	Strategies and Actions	Timescales/ Who is responsible	What does success look like?
• Increase the extent to which pupils with disabilities can participate in the curriculum	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	• Enhance access for pupils with disabilities on school trips e.g. residential visits. • Continue to include and update books, examples of role models and school visitors with disabilities. • Embed work on every leader a leader of SEND and every teacher a teacher of SEND.	EVC Lead and SENDCO English Lead Governors, SLT, subject leads, teachers	Children with a physical disability will be able to take part in off-site residential visits – with activities adapted and accessed by children. Children's access to books, visitors and learning about people with disabilities will be enhanced and interwoven into the curriculum. Children will learn about equality. The curriculum will be continuously reviewed and enhanced to promote and meet the needs of pupils with SEND.

• Improve the school's physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	• Audit school environment e.g. shelf height in classrooms for children with disabilities to access resources easily. • Identify funding for a 'push button' door for ease of access for children and adults who use a wheel chair. • Develop the quiet area in the playground into a 'sensory' area for children with sensory needs to access at break-times – boundary off and plant hedging around the perimeter.	SENDCO and SLT Deputy Head and Office team. SLT	Children with a physical disability will be able to access resources in all areas of the school. Children and adults with a physical disability will be able to access the toilet easily. Children will have access to a quiet, sensory area at playtimes to support children with additional needs.
---	--	--	--	---

• Improve the availability of accessible information to pupils with disabilities	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources when needed • Pictorial or symbolic representation such as a visual diary in each classroom.	• Ensure that parents who are unable to attend school, because of a disability, can access parents' evenings. Staff to hold parents' evenings by phone or send home written information.	Pastoral Team/ SLT	Parents are informed of children's progress termly.
---	--	--	---------------------------	--

This document will be reviewed annually by the governing body, but may be reviewed and updated more frequently if necessary.