

# St. Joseph's Catholic Primary School



## Accessibility Plan

Updated: April 2022



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## Accessibility Plan

### School Mission Statement:

Inspired by the life and message of Jesus, and believing that every child is made in the image of the Father, Son and Holy Spirit, St Joseph’s Catholic Primary School is just like a family, where everyone is welcomed; where everyone is loved, respected and cared for; where everyone is helped to achieve their very best and where God is at the heart of everything we do.

**St. Joseph’s Catholic Primary School will be a safe, happy place of excellence in learning where all are:**

*“Inspired, to be our best”*

### School Values:

Our values are taken from the Catholic School Pupil Profile. These are the values that we seek to develop in our children during their time at St. Joseph’s where we nurture and develop the whole child so that our young people grow spiritually, academically, socially and emotionally

2021 - 2022			
Autumn 1	Eloquent & Truthful	Autumn 2	Learned & Wise
Spring 1	Curious & Active	Spring 2	Intentional & Prophetic
Summer 1	Grateful & Generous	Summer 2	Attentive & Discerning
2022 - 2023			
Autumn 1	Compassionate & Loving	Autumn 2	Faith-filled & Hopeful
Spring 1	Eloquent & Truthful	Spring 2	Learned & Wise
Summer 1	Curious & Active	Summer 2	Intentional & Prophetic

These values provide the framework by which we live and relate to each other, with every individual being valued and respected and every person being both challenged and supported to discover the very best in themselves.

*We will be **attentive and discerning; compassionate and loving, grateful and generous** in providing access for all without discrimination of any kind.*



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## Aims:

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- 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 to disabled pupils

Our 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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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.

This policy complies with our funding agreement and articles of association

## Action Plan




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This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim:</b> Increase access to the curriculum for pupils with a disability
<p>Current good practice:</p> <ul style="list-style-type: none"> <li>• Our school offers a curriculum differentiated to meet the needs of all pupils</li> <li>• Pupils are provided with resources to support them in accessing the curriculum.</li> <li>• Progress is tracked for all pupils, including those with a disability and this is reported to Governors</li> <li>• Objectives are set and reviewed regularly for pupils with additional needs</li> <li>• Our newly-introduced curriculum is undergoing a period of review to ensure it meets the needs of all pupils</li> <li>• The advice of outside agencies is sought and followed in modifying and adapting our provision in order to increase access for pupils with a disability</li> </ul>

Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve staff knowledge and understanding of the range of pupils' needs and how to meet these.	Identify training needs and plan appropriate CPD around specific disabilities to enable staff to better meet the needs of pupils.	Headteacher & SENCO	October 2021	Training plan in place for 2021/22
	Ongoing training in 'The Inclusive Classroom'.		Ongoing	All teachers will have been trained in 'the Inclusive Classroom' and will be using strategies and resources to improve accessibility in class.
	Modifications made to lesson resources to increase and improve accessibility to pupils with additional needs.	Class teachers	Ongoing	
	Staff training and workshops in writing SMART targets and objectives for pupils with additional needs.	SENCO	April 2022	Pupil profiles will contain SMART targets which enable pupils to make progress.
Introduce self-regulation strategies to enable children to manage their emotions, enabling	Monitoring of pupil profile objectives.	SENCO	Ongoing throughout spring and summer terms 2022	Staff will have attended training and will have an
	'Zones of Regulation' training for staff provided by the	SENCO	October 2022	

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<p>them to engage in learning.</p>	<p>Communication and Interaction Team.</p>	<p>Class teachers</p>	<p>October half term</p>	<p>understanding of Zones of Regulation.</p>
<p>Development of dedicated 'nurture' space in the ASC room.</p>	<p>Zones of regulation introduced to pupils</p>	<p>SENCO and SEN HLTA</p>	<p>October 2022</p>	<p>Zones of regulation displays in classrooms</p> <p>Children beginning to use Zones of regulation.</p>
	<p>Resources purchased for development of nurture space.</p>			<p>Nurture space resourced and in use.</p>

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**Aim:** Pupils with disabilities are supported at playtimes as needed

Current good practice:

- No more than two classes on the playground at any one time to reduce numbers for pupils who may find this overwhelming.
- Increased level of supervision on playground at play and lunchtimes.
- Social stories for children with disabilities around safe behaviour.
- Developing of social skills and playing games outside of playtimes

Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Pupils with disabilities to experience successful playtimes and have opportunities to interact safely with their peers.	Provide a nurture group three lunchtimes each week to support pupils who find the busy playground overwhelming.	SENCO/ELSA support assistant	October 2021	Pupils with a disability attend nurture group at lunchtimes and experience successful lunchtimes.  Gradually over time, pupils are able to be on the playground for longer periods of time and enjoy safe play with their peers.
	The amount of time spent on the playground to be increased gradually in response to the needs of the pupils.	SENCO	Ongoing on a needs by needs basis	Pupils come away from the playground before behaviour escalates. They have an alternative play experience away from the playground.
	Provide pupils with breaks from the playground if needed.	SENCO/1:1 TA	Ongoing	Adults support pupils with disabilities in playing safely with their peers. Adults step in to diffuse and de-escalate situations as appropriate.
	Provide 1:1 adult support for pupils who need it.	SENCO/1:1 TA	Ongoing	



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**Aim:** Improve and maintain access to the physical environment

Current good practice:

- Resources such as sloping desks and 'wobble boards' are in use by some children
- All rooms in main school building on one level and ramp to outside classrooms
- There is a disabled toilet close to the main entrance of the school building.

Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
There is appropriate provision for pupils requiring special arrangements to enable them to access the physical environment.	Pupil profiles to identify any special arrangements needed e.g. sloping desks, 'wobble boards' etc. Resources provided as needed.	SENCO and class teachers	Ongoing	Children requiring additional resources / arrangements will have these readily available to them.
The disabled toilet is fit for purpose.	Ensure this area is cleared of supplies of hand towels etc to ensure adequate space.	Office Manager and cleaning contractor	November 2022	Supplies are stored elsewhere and disabled toilet is fit of purpose.



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**Aim:** Improve the delivery of information to pupils and adults with a disability

Current good practice:

- Parents who struggle with literacy skills are supported through telephone calls and verbal messages when key information is communicated.
- Dyslexia friendly font is used for some classroom resources

Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure information is made accessible and effectively communicated to pupils and adults.	Pupils to be provided with text that has been adapted as appropriate e.g. larger text and/or text with a reduced amount of words.	Class teachers	Ongoing	Pupils are able to access texts at an appropriate level within lessons.
	Increase the use of dyslexic font in class resources.	All staff	Ongoing	Children find resources easier to use and understand.
	Staff use economy of words when communicating with pupils who struggle to process the spoken word.	All staff	Ongoing	Pupils do not experience cognitive overload in interactions with adults.



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