

# Accessibility plan 2023-26

## St Joseph's CE Junior School



Approved by: LGB July 2023

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## 1. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Our school vision is:

*St Joseph's Junior school is at the heart of the community.*

*Through our journey with God we inspire life-long learners where every child is valued and loved.*

This is underpinned by the verse from John 13v 34-35 "Love one another as I have loved you". These support the overall DCAT Academy vision, "helping every child achieve their God-given potential". We feel a deep responsibility to nurture happy, responsible and confident young people of faith and values.

As a church Academy, we provide a Christian ethos that infuses the wider Academy community. Our teaching and reflection times focus on developing a strong culture of care, respect and empathy for one another within a distinctively Christian environment.

The strong links with the Diocese and church contribute to the spiritual life of the school and provides a resource for religious education. Church representation on the Governing body ensures the school develops an ethos in accordance with its original foundation.

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, including the Diocese of Chichester Academy Trust, and West Sussex Local Education Authority.

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.

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

## 2. 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIB LE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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<b>Increase access to the curriculum for pupils with a disability</b>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>Effective communication and engagement with parents</p> <p>Training for staff on increasing access to the curriculum for all pupils</p>	<p>Termly meetings with parents/carers – Termly consultations learning plans / Annual Review meetings with SENCo</p>	SK	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
		<p>Effective use of resources &amp; specialised equipment to increase access to the curriculum for all pupils</p>	<p>Epipen training Intimate care policy and trained staff Training from SALT, Social Communication Team, Learning &amp; Behaviour Advisory Team, Sensory Support team Access to courses, CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.</p>	SK	In place and ongoing	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
		<p>All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils</p>	<p>Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker &amp; voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, resources for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)</p>	SK	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
			<p>Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements</p>	LS	In place and ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

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<b>Improve and maintain access to the physical environment</b>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul>	Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets with clinical waste bins	LH/TB	Included in current renovations	School will be fully accessible for wheelchair users
		Access into and around school and reception to be fully compliant	Designated disabled parking Wide doors and corridors Clear route through school	LH/TB	Ongoing	School will be fully accessible for wheelchair users
		Improve signage to indicate access routes around school	Signs indicate disabled parking bay and wheelchair friendly routes around school	LH/TB	Ongoing	Disabled people aware of wheelchair access
		Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation	LH/TB	Ongoing	People with disabilities can move unhindered along exterior pathways
		Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	LH/TB	Ongoing	People with disabilities can move safely around the school

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<b>Improve the delivery of information to pupils with a disability</b>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	Availability of written material in alternative formats	<p>Fortnightly newsletter emailed to parent/carers</p> <p>Improve availability of information for parents – display appropriate leaflets for parents to collect</p> <p>Key content published on school website</p> <p>Provided translated documents where appropriate</p>	SK/NOD	Ongoing	All parent/carers will be up to date and well informed of school information



#### 4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by Lisa Hardy – Executive Headteacher.

It will be approved by the governing body.

#### 5. 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
- SEND policy
- Supporting pupils with medical conditions policy