ACCESSIBILITY PLAN
OUR LADY & ST JOSEPH CATHOLIC PRIMARY SCHOOL

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APPROVED BY: Governors
CHECKED DPO: Oct 2019
DATE: Oct 2024
REVIEW DATE: Oct 2027

Accessibility Plan

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1. 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 "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 approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.
At Our Lady and St Joseph Catholic. Primary School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the head teacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

Our Lady and St Joseph School we are committed to working together to provide 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) The Our Lady and St Joseph Catholic Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other 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) Our Lady and St Joseph Catholic Primary School is 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.

The Our Lady and St Joseph Catholic. Primary School 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 are 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 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.

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.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period:

Behaviour Management Policy
Curriculum Policy
Equal Opportunities Policy
Health & Safety Policy
Equality Plan
School Prospectus
School Improvement Plan
Special Educational Needs Policy
Staff Development Policy

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

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

Ofsted may monitor the Accessibility Plan during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

2. Aims and Objectives

Our Aims are:

Increase access to the curriculum for pupils with a disability,
Improve and maintain access to the physical environment
Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, we aim to overcome these challenges along with the pupils/parent/carers and support from other agencies.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a new three-storey building with wide corridors and several access points from outside. The hall is on the ground floor and is accessible to all. There is a lift, which can accommodate a large wheelchair, which is maintained on a regular basis. School staff are trained in the operation of the lift when relevant. Training is reviewed annually.
On-site car parking for staff and visitor includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the Foundation Stage, one outside the Hall and one on the upstairs corridor. All these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and

escape routes are clearly marked, this includes a chair lift for emergencies or when the lift is not usable.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

See Accessibility Action Plan Attached

6. Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Timescale	Responsibility	Success Criteria
To review all statutory policies to ensure they reflect the inclusive ethos of our school.	Comply with Equalities Act 2010	Ongoing	Head Teacher	Policies are up to date and reflect inclusive practice through the school.
To continue establishing close relationships with parents/carers	To share information in a range of ways. Provide parents with opportunities to meet with staff and other professionals	Ongoing	Head Teacher Inclusion Team Class teachers	Good working relationships throughout the school.
Continue to build relationships with outside agencies for pupils with additional needs. Eg medical needs, mobility issues	Good Communication between key personnel	Ongoing	Head Teacher Inclusion Team Class teachers	All children are safe and catered for in the school environment.
To ensure full access to the curriculum for all children.	The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects. A range of support staff including trained teaching assistants. Multimedia activities to support most curriculum areas. Use of interactive ICT equipment Specific equipment sourced from Outreach teams if required	Ongoing	Head Teacher Inclusion Team Class teachers	ASD children supported and accessing curriculum. Advice taken and strategies evident in classroom practice.
To review attainment of all pupils with additional needs and gifted and talented.	Pupil progress meetings, IEP reviews, Annual reviews, SENCO/Teacher meetings, parent consultations.	Half termly	Class teachers SENCO/Inclusion Team Leadership Team	Progress made toward targets. Provision Map showing impact of interventions.
Ensure that children parents and staff needs are recognised within the school	Conduct parent, children and staff interviews/questionnaires, identifying any training needs and individual protocols where needed. SLA with Family Support Team	Ongoing	SLT Family Support Practioner	Everyone feels safe and involved in school life.

Aim 2 To improve the physical environment of the school enabling all children access to a good education.

Targets	Strategies	Timescale	Responsibility	Success Criteria
To improve the physical environment of the school	Upkeep and maintain sensory room and develop a reflection area for children to use	Ongoing	SLT Inclusion Team	Children will have the space to calm down/ reflect
Improve the school for visually impaired children	Nosing on stairs that children use Braille specialists in school	Ongoing	Inclusion team	Children are able to accces the whole school safely
Continue to develop playground facilities.	Playground makings for games and outdoor activities	ongoing	SLT Governors Parent School Association fundraising	Children will enjoy playtimes with fewer disagreements.
Ensure roads and entrances to the school safe	Pathways and entrances to be free from any obstacles Promote use of bike shed for children cycling to school. Communication with parents re safety. (messages/letters) Bikeability for Year 6 children	Ongoing	Site managers Parent Liaison officer Admin staff	Accident free journeys to and from school
Maintain accreditation of Healthy Schools awards	Continue to work with children and families Provide fruit for children.	Ongoing	Learning mentor SLT Lunchtime staff.	Healthy lunches
Review school heating/ventilation system	Collaboration with Diocese and contractors on improving ventilation system	Actioned	Head Teacher Site manager Governors	Heating will be better controlled in school.
Maintain garden areas in and around the school.	Ensure garden are kept tidy and free of litter	Ongoing	Site manager	School environment will be visually pleasing and inviting to all, in both school and the local community.

Aim 3 To make to school environment accessible to all

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure all parents have access to newsletters and messages from school.	Provide information in a range of forms, written, verbal, school website. Provide newsletter for all parents Provide interpreters for meetings if required.	Ongoing	SLT Admin staff Teachers Parent liaison Worker	All parents will be aware of events in the school and will have a fuller involvement in their child's education.
Maintain disabled access to school and ensure lift is working	Keep pathways and corridors clear. Ensure fire alarms, lift and stair lift are maintained regularly.	Ongoing	Site managers	Everyone will have access to all areas of the school in a safe and controlled manner
Parent meetings to be held over extended periods to allow working parents time to attend	Termly Parent evenings are held over afternoon/evenings	Termly	SLT	100% attendance at parent evenings.
Provide Breakfast and After school care for families who need support.	Maintain and finance clubs. Children attend on a termly basis giving all families an opportunity to apply for places.	ongoing	SLT Governors Staff	Children enjoying a range of after school activities