

## School Accessibility Plan 2016 – 2019

### Mission Statement

Our mission in St. Joseph's RC Primary School is to provide a loving and caring atmosphere where everyone can reach his or her potential to the full.

We wish to foster a respect for the dignity of every person in our school community and in everything we do. We hope to:

“Act justly,  
Love tenderly,  
Walk humbly with our God.”

The Governing Body of St. Joseph's R.C. Primary School adopted this Accessibility Policy on \_\_\_\_\_ and it will be reviewed on \_\_\_\_\_.

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and share an Accessibility Plan to show how they will meet these duties.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three ‘key areas’:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the

priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

The plan is to be reviewed and updated at least every three years.

At St Joseph's RC Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils
  - i) with special educational needs
  - ii) and / or disabilities

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### **Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum**

St Joseph's RC has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with outreach services, health professionals and Educational Psychology Service, the SENCo organises additional resources and ensures that staffing are allocated where appropriate.

The school also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Portage Workers
- Early Years Advisory Teacher

- Advisory Teacher for Visual Impairment
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- CAMHS
- GPs and paediatricians
- Bladder and Bowel Nurse
- School Nurse Team
- ADHD Nurse
- Counselling
- Other advisory services and charities

The school's governors, teachers, teaching assistants and meal-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Specific medical conditions including asthma, eczema, ADHD
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Speech, language and communication needs
- Emotional difficulties including attachment disorder or bereavement
- Profound and multiple difficulties including specific genetic disorders
- Physiotherapy

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Head Teacher to access Early Help and other agencies, e.g. Young Carers
- SENCO
- Advice, assessment and support from Speech and Language Therapist
- SEAL small group work (Social and Emotional Aspects of Learning)
- Range of literacy and maths interventions
- Access to extra-curricular activities and clubs, school visits, peripatetic instrumental tuition and appropriate risk assessment
- Advice and support from School Nurse Team
- Paediatric First Aiders
- Outdoor learning
- Transition arrangements, planning and support

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

**Current Actions: improving access to the physical environment of the school**

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The layout and design of the school building poses significant accessibility issues. Therefore, the school will manage the physical environment as the need arises.

In addition the environment is continually enhanced through the school’s building maintenance and redecoration programme.

**Current Actions: Improving the delivery of information to persons with a disability**

School staff are aware of the services available for converting written information into alternative formats.

**Review and Implementation**

The **Accessibility Plan** is reviewed annually by the Governing Body. In addition, it will be reviewed three yearly by the Disability Equality Scheme Working Party following consultation with the larger school community, parents and School Council.

The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention will be carried forward to the next action plan.

Chair of Governors .....

Head Teacher .....