

St Joseph the Worker RC Primary School



School Accessibility: Policy and Plan 2021 - 2024

“Together as God’s children we will learn, love, grow, inspire.
Let your light shine!”

Reviewed: February 2021

Due to be reviewed: February 2024

Introduction

At St Joseph the Worker RC Primary School our values reflect our commitment to inclusion and as a school we have high expectations of all staff, pupils and visitors to uphold this.

Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and valued as an individual. We promote an ethos of care and trust where every member of our school community feels that they truly belong. We work hard to recognise everyone's skills, abilities and success. We recognise learning in all its forms and are committed to nurturing happy children whom are safe and happy. We recognise that children achieve best when their emotional and physical needs are met.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 that "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 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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- 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. Below is a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Governing Body of St Joseph the Worker RC Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. St Joseph the Worker RC Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice (2014) when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents. Provision determined in Education, Health and care plan is made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils' varied life experiences and needs.

The aims and values of our school are inclusive, they reflect and inform our ethos and are embedded in the life of the school community. St Joseph the Worker RC Primary School has high ambitions for all its pupils; we expect pupils with a disability to participate and achieve in every aspect of school life. As such, we are committed to:

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

St Joseph the Worker RC Primary promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

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

- Behaviour Policy
- Equality and Diversity Policy

- Health & Safety Policy
- SEND Policy
- School Improvement Plan

Context

St Joseph the Worker's RC Primary School has buildings that are well designed to meet the needs of disabled pupils:

- All classrooms are on the ground floor
- Use of these classrooms can be rotated to meet pupils' needs
- There are barrier free entrances to the school
- Accessible toilets are present in the building
- Small quiet rooms/areas in place
- A wet room facility with fixed H frame hoist and mobile hoist to support disabled pupils.

As a school we have an excellent record with regard to making reasonable adjustments for such children.

In addition we have:

- Staff trained in hoisting and manual handling skills
- Experienced staff whom are confident with pupils with mobility and physical needs
- A long-standing strong relationship with Paediatric services to support pupils with 1:1 care, care plans and advice and support.

Further, we have a long history of teaching pupils with a wide range of Special Educational Needs and, without exception, disabled pupils have been fully included in all aspects of school life. The progress of disabled pupils is vigorously tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Where necessary, adaptations are made to the curriculum and equipment available to ensure full access. There is full access to all parts of the physical environment for pupils. Adaptations can be made to timings, playtimes, lunchtimes, school trips, after-school clubs etc to meet the needs of children with specific needs. Considerable emphasis is placed on the use of positive role models and images of disabled people within the school.

Attendance of all disabled pupils is monitored and where issues of illness are a particular feature of their disability the necessary adaptations to the school day are made.

Information from pupil data and school audit

The Equality Act is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy, asthma, mental health conditions, physical disabilities and cancer. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

Like most schools, we have children of all backgrounds, needs and abilities. At any one time this may include pupils with specific, on-going impairments, including:

- Asthma
- Diabetes
- Epilepsy
- Autistic Spectrum
- Allergies including nuts, milk and dairy
- Physical disability
- Hearing and Visual Impairments

This list is not exhaustive and may include many other needs, difficulties and impairments that pupil may present with.

Views of those consulted during the development of the plan

Articles 12 and 13 UN Convention of the Rights of the Child:

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters effecting them.

At St Joseph the Worker RC Primary, we fully acknowledge and respect this principle. As a result, the following plan has been written following consultation with pupils, staff and governors and takes into account their views and aspirations. Further, we collect information from Early Years settings, so that we are prepared for children when they arrive in school, and liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Action plan 2021 - 2024

The following pages contain our planned actions around three broad aims.

Action Plan 2021 - 2024

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

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after-school clubs, leisure and cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Teachers' planning is differentiated to take account of the individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations. Each year school leaders develop action plans as part of the overall School Development Plan which address areas which can be improved even more; copies of these are available on request, and are on the school website.

It is the role of the Special Educational Needs Co-ordinator to assist with the line management of and deployment of Teaching Assistants. The SENCO coordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and wider school context. The SENCO also coordinates advice given by outside agencies and ensures its full implementation. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

<u>Target</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success criteria</u>
Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this plan and the attainment and progress of all pupils	Full review and update in Autumn term annually	Headteacher SENCO Governing Body, particularly SEN Governor	Governors fully informed about provision and progress Accessibility Policy and Plan (this document) is annually updated and posted on school website
Identification of pupils who may need additional / different provision including resources or a setting change if we can no longer meet their needs	Liaise with settings to review potential intakes	Annual or in line with pupil's needs	SENCO Class Teachers Headteacher	Necessary procedures / equipment

Increased skills and confidence of all staff in differentiating curriculum.	Be aware of staff training needs and assign CPD accordingly	On-going and as required	Headteacher SENCO SLT	Lesson observations demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation
Use ICT software to support learning	Make sure software installed where needed – Clicker 7 INSET 30th October 2017. Ensure staff are using this to support pupils	On-going and as required	SENCO Computing Lead	Wider use of SEN resources to support learning
Compliance with the Equality Act 2010	Review all statutory policies to ensure that they reflect inclusive practice and procedure	On-going	Headteacher SENCO Governing Body	No policy conflicts with principles of equality of opportunities for all
Collaboration and sharing between school and families	Maintain close liaison with parents Listen to feedback from questionnaires, responses and parent voice.	On-going	Headteacher Teachers Teaching Assistants	Clear, collaborative working approach
Collaboration between all key personnel	Maintain close liaison with outside agencies for pupils with on-going health needs e.g. children with severe asthma, epilepsy or mobility issues Ensure care plans are up to date and purposeful to children's needs	On-going	Headteacher Teachers SENCO Teaching Assistants Outside agencies	Clear, collaborative working approach

Raise attainment and narrow any gaps in attainment that may exist	<p>Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents</p> <p>Use Joint Objective Plans with Educational Psychology service to set small steps and targets for pupils whom are not making progress.</p> <p>Use IEP's, interventions and class support in implement support in class.</p>	Termly	Headteacher SENCO Teachers Parents	Progress made towards IEP targets. Assessment shows clear steps and progress made
Raise attainment and narrow any gaps in attainment that may exist	<p>Monitor attainment of all higher attaining / gifted and talented pupils during pupil progress meetings and regular liaison with parents</p> <p>Involve agencies as needed to target support on specific difficulties</p>	Termly	Headteacher SENCO SLT/Assessment Lead Teachers Parents	Assessment shows clear steps and progress made

Opportunities for children to see positive role models with disabilities	<p>Visitors into school</p> <p>Continued purchase of materials which portray positive images of people with disabilities</p> <p>PSHE curriculum</p> <p>Regular opportunities for celebration and praise for all pupils with added focus on those with disabilities.</p>	On-going	Headteachers SLT Teachers	Resources are easily visible Planning shows consideration of possible visitors to school. Positive attitudes towards those with disabilities and towards principles of inclusion
Review PE curriculum to ensure PE accessible to all	<p>Teachers co-teach with sports coaches</p> <p>Use adapted resources such as disabled football and walkers suitable for pupils.</p>	From September 2015, as required	Sports Coaches PE Co-ordinator	All to have access to PE and be able to excel
Opportunities for children to see positive role models with disabilities, and creative ways to adapt sports to meet different needs	Using e.g. Paralympics as a focus, assemblies around aspirations	On-going	Headteacher Sports Coaches PE Co-ordinator	Positive attitudes towards those with disabilities and towards principles of inclusion
Pupils, staff and parents / carers are aware of consequences in the event of negative disability-related language	Review impact of behaviour and the number of instances of negative disability-related language	On-going	Headteacher Class Teachers	Use of language tracked and steps put in place to reduce if needed
Raised awareness of disability issues, including harassment	<p>Develop PHSE curriculum with this in mind</p> <p>Celebrate & acknowledge awareness days/weeks</p>	On-going	PSHE Co-ordinator Mental Health First Aider	New curriculum in place Long term planning and topic plans

Raise attainment and narrow any gaps in attainment that may exist	Buy services of additional speech and language therapy Use of EP hours to train staff, support in developing provision and adapting resources.	Ongoing and review impact of services	Headteacher SENCO Class Teacher	Assessment shows clear steps and progress made Support staff report increased confidence and skills in supporting pupils
Ensure that out of class experiences are suitable and have appropriate access for all pupils.	Research and pre visit for trips and external visits Risk Assessments Pre-planned routes Ensure suitable ratio for staff including 1:1 for pupils with physical needs. Consider access arrangements for the setting and inclusive activities for all pupils	Review experiences and value for money as appropriate	SENCO Class Teachers Educational Visits Coordinator	Trip evaluations Feedback from staff and pupils EVOLVE form and risk assessments all completed All pupils in school able to access all educational visits and take part in a range of activities
Use "Reasonable Adjustments" to include all pupils in the school life and curriculum in line with the Equality Act 2010	Adapt staffing levels, staggered lunches, resourcing and timetabling to ensure appropriate supervision and needs met of pupils.	Ongoing – in line with Site manager for physical adaptations.	SENCO Headteacher SLT Class Teachers	Reviews at EHCP Interim reviews including IEP review and transition reviews

	<p>Consider individual needs of pupils' based on multi professional input.</p> <p>Follow EHCP guidance and work with SEN caseworkers to ensure appropriate funding and support in place</p>			
<p>Ensure all classrooms and resources are organised in accordance with pupil need.</p>	<p>Use appropriate risk assessments for each classroom</p> <p>Regular monitoring of classroom layout and management through learning walks done on termly basis.</p> <p>Health and Safety Audits carried out by Headteacher to ensure that there are appropriate provisions and safety guidelines in place.</p>	<p>Ongoing as pupils needs' arise and after transition handover from previous class teacher</p>	<p>Headteacher Class Teachers</p>	<p>Risk assessments completed on time and H&S co-ordinator to take responsibility for.</p> <p>Monitoring and response to learning walks and furniture feedbacks.</p>

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Aim 2: To improve access to the physical environment

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Our self-review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's needs are known.

Building work in the past 5 years has ensured that the school is accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

<u>Target</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success criteria</u>
Ensure all monitoring and actions are scrutinised and challenged by Governing Body	To evaluate and review this plan and the attainment and progress of all pupils	Termly, with full review and update in Autumn term annually	Headteacher SENCO Governing Body, particularly Health and Safety Governor	Governors fully informed about provision and progress Accessibility Policy and Plan is annually updated and posted on school website
Physical environment of school remains attractive and engaging for all	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	On-going	Headteacher Site Manager Cleaners School Business Manager	Enabling needs to be met where possible

Visually stimulating environment for all children	Colourful, lively displays in classrooms, with greater focus on practical / kinaesthetic learning	On-going	Teachers Teaching Assistants	Monitoring shows all aspects are at least good, with few essential actions: learning environment walks, physical environment checks
Awareness of access needs of pupils, staff, governors, parent / carers and visitors with disabilities	Create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors' and parents' access needs and meet as appropriate Through questions and discussions, find out the access needs of parents / carers Consider access needs during recruitment process	As required Induction and on-going if required Admissions form for new parents / carers Recruitment process	Senior Leaders School Business Manager	Needs are met
Pupils with medical needs are fully supported	Provide training on specific medical needs as required e.g. epilepsy, asthma	Annual	SENCO	All relevant employees receive the training as relevant
Roads and paths around school are as safe as possible	Communication with parents via safety messages/letters/walk to school Bikeability for Year 6 children	On-going	Senior Leaders School Business Manager	Fewer near miss accidents

All pupils with mobility issues can be safely evacuated	All risk assessments are in place and up-to-date, and that staff (including new staff) are aware	On-going	SENCO	In place Successful fire drills
Pupils with medical needs are fully supported	Review Managing Medicines Policy	Ongoing	School Nurse Headteacher Named staff to support identified pupils if appropriate	Reviewed policy is approved and in place
Informed decisions are made with regard accessibility	Health and safety audits are carried out with additional consideration of accessibility	Termly	School Business Manager, Headteacher Site Manager Health and Safety Governor	Audits begin to inform future Accessibility Policy and Plans
Informed decisions and challenge are made with regard accessibility	Governing body have awareness of accessibility / Equality Act 2010 and health and safety as desired characteristics for new governors		Headteacher Chair of Governors Site Manager SENCO	Governing body begins to challenge and support around disability

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Aim 3: To improve communication between school and pupils, parents / carers

We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language; symbols on work; pre-printed / pictorial explanation of work.

We want to include actions to engage even more some of our parents / carers. Currently, we share information with parents / carers in ways including letters and newsletters, website, social media.

In planning to make written information better available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need.

<u>Target</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success criteria</u>
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<p>Pupils: Annual reviews of children with SEND are sought</p> <p>Wishes and Feelings of pupils are sought prior to support including safeguarding meetings</p>	<p>Include Pupil Voice on Individual Education Plans</p> <p>EHCP Pupil voice</p>	<p>In line with annual review and Child in Need Meetings</p>	<p>SENCO Designated Safeguarding Lead/Deputy</p>	<p>Revised processes in place Positive user feedback</p>
<p>Parents: Wishes and Feelings sought regarding Pupils needs and learning – including remote learning</p>	<p>Amend admissions form to include question about accessibility needs of parents / carers . Incorporate Parent views on IEP. Targets discussed at SEND coffee morning</p> <p>Strong relationships with parents, regular informal meetings and transition meetings.</p> <p>Annual parental questionnaire and survey to parents e.g Google Survey</p>	<p>As pupils/families join the school</p> <p>Ongoing to families as appropriate</p>	<p>Headteacher Class teachers Nursery Staff – During home visits</p>	<p>Completed forms</p>
<p>Engagement from parents</p> <p>Parents to engage with school further through attendance at events, social media engagement and supporting learning opportunities including remote learning</p>	<p>Social Media – Twitter Daily Tweets from school</p> <p>Regular school events where parents are invited to attend Including Maths mornings etc</p>	<p>Social Media – Spring 2021</p> <p>Events – As COVID 19 restrictions allow increased social contacts</p>	<p>Headteacher SLT Class Teachers</p>	<p>Engagement feedback at events Online remote learning engagement from pupils and families</p>

<p>Both: website is accessible to those who are visually impaired or who have difficulty in reading English</p>	<p>Seek confirmation that school website is suitable; seek views of those with English as an additional language on effectiveness of Google Translate feature</p> <p>Including using pale/coloured backgrounds on paperless letters on the school websites for easier reading in line with our Dyslexia Friendly Schools accreditation.</p>	<p>Summer 2021</p>	<p>Headteacher</p>	<p>Confirmation in place, or changes made</p>
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