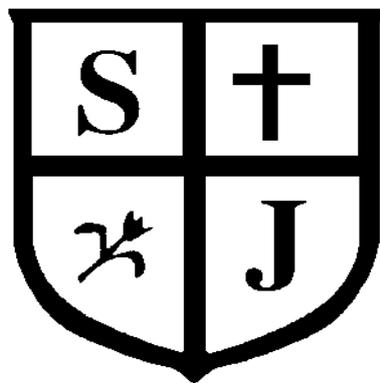


# **St Joseph the Worker Catholic Primary School**



## **ACCESSIBILITY PLAN AND POLICY**

**"A loving Christian family, striving to  
achieve excellence"**

## **SCHOOL ACCESSIBILITY POLICY AND PLAN**

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by SEN and Disability Act 2001 (SENDA). It also draws on guidance set out in the DfES document 'Accessible Schools' issued in 2002.

### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA) as 'A person has a disability if he or she has a physical or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

### **School Aims**

- To providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability
- To provide a caring, friendly environment in which every child can flourish and feel a sense of belonging
- To have high expectations in order to build a strong foundation for life in the areas of social, academic, physical and creative opportunities
- To provide an environment, which actively looks for and celebrates individual achievements
- To provide a secure and stimulating atmosphere, which encourages supportive friendships between individuals
- To foster a feeling amongst pupils of self worth, respect for other people and property
- To foster a successful home/school partnership

### **School Environment**

We recognise that our buildings and facilities need to be of a high standard and that they are safe and suitable to the needs of our pupils now and in the future.

The School acknowledges its duty towards pupils, staff, parents and guardians, governors and members of the wider community who have a disability. Where pupils and prospective pupils are concerned, the school acknowledges its non-discrimination and planning duty under the Special Educational Needs and Disability Act 2001 (SENDA).

### **Accessibility Plan**

The school will review this plan on an annual basis to evaluate:

- The effectiveness of the action taken in the previous school year
- Relevant targets for the next school year
- Responses to any legislative changes
- Changes or expected change to relevant pupil needs

Monitoring will be a constant process and the Headteacher will make the necessary amendments and discuss planning, budgets and other concerns.

### **Disabled Pupils Participation in the School Curriculum**

With consideration to budget restrictions and reasonable expectations, the school will maintain and encourage the following:

Further development of the unified SEN and Disability policy throughout to include:

- Full disclosure and relevant information at transfer
- Regular meeting of staff to share best practice
- A commitment to training for staff to support any pupil with a disability
- Access for specialist help to occur which is reasonable and practicable
- Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students.
- Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
- To establish a culture of mutual trust and respect between all members of the school community.
- To build a community that respects the celebration of achievement at all levels.

Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access.

### **Improvements to the Physical Environment of the School**

Any improvements to the existing building will be governed by the long-term budget put aside for maintenance and improvement. There is an ongoing commitment to upgrade any facilities which will enable all pupils to work in a good, comfortable and safe environment given the budget available.

- The school will continue to identify any areas where disabled access to site may need to be improved if practicable
- Within the fire safety risk assessment the school will update any evacuation procedures as required. School will also consider whether a particular disability might compromise safety in the event of a fire.

Date: September 2016

## Accessibility 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.

| TARGET   | STRATEGY  | TIME FRAME  | RESPONSIBILITY   | SUCCESS CRITERIA  |
|--|---|---|--|---|
| To liaise with all incoming nurseries / settings regarding potential intake for September  | To identify pupils who may need additional to or different from provision for September intake. | Annually - once intake is confirmed via admissions. | EYFS manager   | Procedures/equipment/ideas are set in place for September prior to new intake |
| To review all statutory policies to ensure they reflect inclusive practice and procedure.  | To comply with the Equality Act 2010.   | Ongoing   | Headteacher<br>All subject leaders                       | All policies clearly reflect inclusive practice and procedure.                |
| To establish close liaison with outside agencies for pupils with ongoing health needs eg. children with mobility difficulties, asthmatic pupils & diabetic pupils. | To ensure close collaboration between all key personnel and other agencies.                     | Ongoing   | Headteacher<br>All teachers<br>SENCO<br>Lead First Aider | Clear collaborative working approach  |

| <b>TARGET</b>   | <b>STRATEGY</b>   | <b>TIME FRAME</b>                                | <b>RESPONSIBILITY</b>                    | <b>SUCCESS CRITERIA</b>  |
|---|---|--|--|--|
| To ensure full access to the curriculum for all pupils.   | A differentiated curriculum with adaptations made for pupils.   | Ongoing  | Headteacher<br>All teachers<br>SENCO     | Advice taken and strategies evident.   |
| To review the attainment and progress of all SEND pupils.   | SENDCO/Class teacher meetings/pupil progress meetings.<br>Scrutiny of assessment system.<br>Regular liaison with parents.   | Termly   | Class teachers<br>SENCO                  | Progress made towards IEP targets.<br>Provision mapping shows clear steps and progress made. |
| To monitor attainment and progress of all Able, Gifted and Talented pupils.                       | Policy and able gifted and talented list to be updated.<br>Additional activities for Able, Gifted and talented pupils to be promoted.   | Ongoing.<br>Review of targets termly.            | G & T coordinator<br>Class teachers      | Able, G& T children are making good progress.  |
| To ensure that the medical needs of all pupils are met fully within the capability of the school. | Administration of medicines policy updated.<br>Close liaison with outside agencies/parents who can support school in drawing up care plans for individual pupils as required. | Ongoing & care plans reviewed at least annually. | Headteacher<br>SENCO<br>Lead First Aider | The needs of all pupils with medical needs are met in school.                                |

| <b>TARGET</b>  | <b>STRATEGY</b>  | <b>TIME FRAME</b>      | <b>RESPONSIBILITY</b>                                      | <b>SUCCESS CRITERIA</b>   |
|--|--|------------------------|--|---|
| Ensure that where possible pupils with disabilities have full access to trips and extracurricular activities | Review all out-of-school provision to ensure compliance with legislation   | September 2016 onwards | Headteacher<br>Deputy Headteacher<br>SENCO<br>All teachers | Pupils with disabilities are able to access the curriculum and extra-curricular activities.   |
| Availability of written material in alternative formats when specifically requested for pupils / parents     | The school will make itself aware of the services available for converting written information into alternative formats. | September 2016 onwards | Office/SLT/<br>Inclusion team                              | The school will be able to provide written information in different formats when requested for individual purposes<br>Delivery of information to disabled pupils / parents improved |