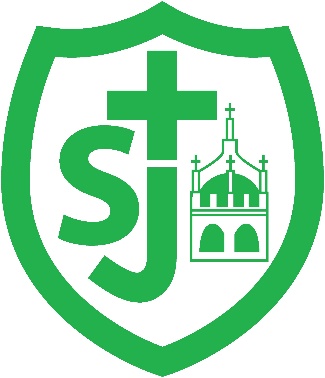
**St. Joseph’s Catholic Primary School**

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**Accessibility Plan 2022-2025**

**ACCESSIBILITY PLAN 2019 - 2022**

The school’s Accessibility Plan needs to be read and understood in conjunction with the following policies and documents:

* Special Educational Needs and Disability (SEND) Information Report/Policy
* Health & Safety Policy
* Equality Act 2010

St Joseph’s Catholic Primary School is committed to providing an environment that enables full curriculum access to all pupils and that values and includes all pupils, staff, parents and visitors. 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.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipating the need to make reasonable adjustments to accommodate their needs where practicable

It may not be feasible to undertake all works during the lifetime of this plan and therefore some items may be rolled forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covered in this plan in order to inform the development of the new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website with hard copies also available on request from the school office.

**Aims and Objectives**

Our aims are to:

* Increase access to the curriculum for children with a disability
* Improve and maintain access to the physical environment
* Improve the delivery of written information in response to specific identified needs

Our objectives are detailed in the plan below.

**ACTION PLAN:**

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

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| TARGET | STRATEGIES | TIMESCALE | RESPONSIBILITY | SUCCESS CRITERIA |
| To establish specific needs of children prior to the date when they start school (either new intake in September each year or starting at a later date). | Through disability questionnaires, which are sent out to all new parents/carers to request information on their child/children, establish levels of disability and specific needs. | June/July for new intake in Foundation Stage each September.  Prior to a child joining school be it mid-year or in September each | Early Years Staff  Head teacher  SENDCO | Disability Register will be kept up to date and school will be aware of specific needs prior to a child’s attendance at school |
| To establish specific needs of parents/carers with regard to receiving information prior to the date when their child/children join our school | Through correspondence sent out to new parents/carers asking them to advise us of any specific needs they might have. | June/July for new intake in Foundation Stage each September.  Prior to a child joining school be it mid-year or in September each year in any other year group. | Office Staff  Head teacher | School will be aware of any specific needs of parents/carers and have procedures in place to ensure information is accessible. |
| Maintain up to date Disability alongside the SEND Register | From information provided through questionnaires and through liaison with other experts and external agencies, establish and maintain disability register of children and of parents/carers where declared. | Revise and update at the beginning of each year and on an on-going basis as the need occurs | SENDCO  Head teacher | Register will be established and kept up to date. |
| When reviewing school policies, ensure that they reflect our inclusive practice and procedure. | Review policies and procedures in order to comply with our legal responsibilities under the Equalities Act 2010. | Ongoing | SENDCO  Curriculum Leaders  Head Teacher  Governors | All policies & procedures reflect inclusive practice where applicable. |
| Continual close liaison with parents/carers | Ensure collaboration and sharing between schools and families through discussions around IHCP, reviews and parents’ evenings as well as day to day contact. | Ongoing | Class teachers  SENDCO  Head teacher | Clear collaborative approach with all agencies working together. |
| Continual close liaison with outside agencies for those children with ongoing health needs. | Ensure collaboration between all key personnel and the use of an Individual Health Care Plans. | Ongoing | SENDCO  Class teachers | All parties are appropriately informed and work together. |
| To ensure full access to the curriculum for all children | Where necessary, a differentiated curriculum with alternatives offered.  Support staff strategically allocated according to need.  Use of interactive ICT equipment, multimedia and other resources to support children with specific needs.  Working with external agencies/parents/carers to source specific equipment as required. | Ongoing | Class teachers  SENDCO  Head teacher  All Support Staff | Advice taken and strategies evident in classroom practice.  All children supported and accessing the curriculum. |
| To review attainment of disabled pupils | Through class pupil progress meetings, Teacher/Parents’ meetings, SENDCO reviews, ASP and school’s own assessment timetable and tracking system. | Ongoing | Class teachers  SENDCO  Head teacher | Progress made towards targets and Provision Maps shows clear steps and progress made. |
| Monitor teachers’ planning and discuss how needs of specific children can be met by carefully considering differentiation and what ‘reasonable adjustments’ can be made | Through planning meetings with year groups.  SEND surgeries. | Termly | SENDCO | Class teachers’ planning will reflect the needs of disabled children and they will have a good understand of what ‘reasonable adjustments’ they are expected to make. |
| Promote the involvement of disabled children in extra-curricular activities (including after school clubs) | Monitor involvement of children on Disability Register to assess their involvement in after-school clubs.  Discuss with children their involvement and in the case of their lack of involvement, establish those factors that are a hindrance and address where possible. | Twice yearly (end of T2 and T4) | PE lead  Support staff | All afterschool clubs are open to all children regardless of any disabilities. |
| Audit of staff training needs | Through staff meetings and performance management, discuss any specific training needs staff might have to work with disabled children in their classes. | Ongoing | Class teachers  Head teacher  SENDCO | Staff needs will be identified and responded to through necessary training.  Staff feel confident to ask for support when needed |
| Ensure staff are up to date with DES and that it also forms part of the induction procedures for new staff | Through staff meetings, TA briefing, INSET Days and Induction | When new staff join the school  Ongoing throughout the year. | Head teacher  Class Teachers  Support Staff | All staff understand their legal responsibilities under the Equality Act 2010 |
| Increase awareness and positive attitude towards disability amongst all pupils. | Through PSHE lessons and class and wider school curriculum | Ongoing | Class Teachers | All children will develop a better understanding and appreciation of disability. |

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

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| TARGET | STRATEGIES | TIMESCALE | RESPONSIBILITY | SUCCESS CRITERIA |
| Improve physical environment of school through review of Accessibility Audit and setting of priorities for each financial year | When setting budgets for coming year, review school’s Access Audit, priorities and set targets for any reasonable adjustments that need to be made within the constraints of the budget for the year ahead. Set budget and timescale for any work. | Annual process when setting school budget | Governors | Priorities will be established, budget set and work undertaken as identified. |
| Ensure all children with a disability are able to be involved in school life. | Through children’s IHCP establish any specific needs regarding the physical environment of the school that need to be addressed and use this information to inform financial planning (see above).  Through discussions with parents/carers, staff and disable pupils, discuss and assess needs and respond to those needs. | On-going process through Performance Management, Planning Meetings, Parent Consultations, discussion with children and liaison with external agencies. | Class Teachers  SENDCO  Head teacher  External Agencies | SENDCO/Class Teachers and Head teacher will identify and be aware of specific needs of individual children with a plan in place to meet those needs and make reasonable adjustments where possible. |
| To check all access points have easy access where applicable | Ramps my need to be purchased to assist exits form the school buildings if needed. | Process when setting school budget | SENDCO  Head teacher  School business manager. | Priorities will be established, budget set and work undertaken as identified. |
| All main doors to be reviewed for easy access | Ramps my need to be purchased to assist exits form the school buildings if needed. | Process when setting school budget | SENDCO  Head teacher  School Business Manager | Priorities will be established, budget set and work undertaken as identified. |
| Class rooms to be set up so that any person with a disability can freely move around a class room | Constraint in the class due to the nature of the building and class sizes.  Review of class room set ups to allow better movement. | Ongoing | Class teacher | Class rooms will be as accessible as possible, although the actual classroom size has provides constrictions. |

**Aim 3: To improve delivery of information to disabled pupils and parents/carers**

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| TARGET | STRATEGIES | TIMESCALE | RESPONSIBILITY | SUCCESS CRITERIA |
| To ensure all children and parents/carers with disabilities receive and understand information | Through disability register and communication with parents/carers when their children start school, ensure that the school is aware of and responds to the needs (where reasonably possible/practicable) of individual parents.  Canvass views and opinions of parents/carers on and on-going basis | When parents/carers/children first join the school.  Ongoing through regular communication and parents’ evenings. | School office  Class teachers | School aware of specific needs and have reasonable measure in place to enhance communication with parents/carers/children |

**ACCESSIBILITY ACTION PLAN**

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| **OBJECTIVE** | **ACTIONS** | **TIMESCALES** |
| Secure accurate information regarding disability profile of children in the school on which to base future planning and provision securing Equal Opportunities | * Send out Equality Questionnaire to parents for children on entry to the school, collate and analyse information. * Establish whole school profile and disability register; | September 2022 intake and any new arrivals |
| Secure accurate information regarding disability profile of parents and staff in the school on which to base future planning and provision securing Equal Opportunities | * Send out Equality Questionnaire to parents and staff on entry to the school, collate and analyse information. * Establish whole school profile and disability register; | September 2022 intake and any new arrivals |
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| Gain an understanding of any gaps in staff training | * Conduct a staff audit of training needs. * Plan to address gaps; | Term 2 Academic Year 2022/2023 |
| Review premises to identify and plan for any access areas for development | * Conduct an audit of school premises regarding access (including consultation with disabled children and staff); * Identify and cost areas for development to ensure that they can be included in budget setting exercises. | Term 2 Academic Year 2022/2023 |