



Accessibility plan

St Joseph's and St Gregory's Catholic Primary School

One Body, Many Parts (Corinthians 12)

EXCELLENCE TOGETHER: We strive to work, as a Catholic community, to secure outstanding outcomes for all our students.

UNIQUENESS: We recognise everyone in our school as being made in God's image. By learning in a community founded on Gospel values, we ensure that our children are prepared for their lives ahead.

EDUCATION FOR ALL: We ensure that our children and staff, of all abilities and backgrounds, are supported to achieve their very best.

Approved by:	G Otter	Date: February 2023
Last reviewed on:	January 2023	
Next review due by:	January 2025	

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Who	Timescale	Resources, Monitoring and evidence	Review
Curriculum promotes inclusion, diversity and accessibility.	Curriculum leads	September 2024	<ul style="list-style-type: none"> • Offer an adapted curriculum for all pupils. • Resources are tailored to the needs of pupils who require support to access the curriculum. E.G pencil grips, sound buttons, schedules, writing slopes, headphones, ear defenders, weighted jackets plus many more. • Child voice is gained. • Curriculum maps include statements for children with SEND and diversity. • Outcomes and targets are set effectively and are appropriate for pupils with additional needs. • Curriculum progress is tracked for all pupils, including those with a disability. • The curriculum is reviewed to ensure it meets the needs of all pupils. 	
Curriculum content and resources includes people from different races/cultures/religions and those with disabilities.	PHSE lead Deputy head Chaplaincy Team	September 2024	<ul style="list-style-type: none"> • Religious Education and PHSE programme includes different religions, races and cultures. • Book lists are planned to include different religions, races and cultures. • Festivals and celebrations are incorporated into the school curriculum. • Children share their knowledge and expertise. 	

<p>The needs of individuals during statutory end of KS2 tests are met.</p>	<p>Assistant Head Teacher KS2 Head Teacher SENDCO</p>	<p>May 2023</p>	<ul style="list-style-type: none"> • Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. 	
<p>All children are able to access all out of school activities. e.g. clubs, trips, residential visits etc.</p>	<p>Teachers SENDCO Head teacher</p>	<p>September 2024</p>	<ul style="list-style-type: none"> • Review of out of school provision to ensure compliance with legislation. • Social stories • Co-production with parents • Risk assessments if appropriate • Pupil voice 	
<p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p>	<p>Site Agent Governors Head Teacher</p>	<p>September 2024</p>	<ul style="list-style-type: none"> • Audit of accessibility of school buildings and grounds by Governors and Site Agent. Suggest actions and implement as budget allows. <p>The environment is adapted to the needs of all members of the school community This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Alternative classroom spaces available 	
<p>Staff will be trained to enable them to meet the needs of children with a range of Special Educational Needs.</p>	<p>All staff</p>	<p>September 2024</p>	<ul style="list-style-type: none"> • SENDCO to review the needs of children and provide training for staff as needed. • SENDCO to hold SENDCO surgeries to support staff implement the Graduated Response. • Varied training is sourced, depending on the needs of the children. Not all staff are trained in all areas. 	

			<p><u>Training includes:</u></p> <ul style="list-style-type: none"> • Rainbows bereavement programme • Behaviour Management • Protective Behaviours • Nurture Network Training • ADHD Training • Dyslexia Training • Bereavement Training • Building Emotional Resilience • Mental Wellbeing in Children and Young People Certificate • Lead Behaviour Professional training • Understanding the theories and practices of nurture • TEACCH • Lift off To Language for 2 year olds • Lift off To Language for 3-5 year olds. • Selective Mutism training. • Autism Spectrum Condition training. • Attention Autism. • Developing Language Skills. • Speech, Language and Communication training to support children with confirmed stammering • Blank's Levels training - To help us change our language as adults, to encourage the development of understanding, to help set appropriate language targets. • English as an Additional Language training. • Learning Village training. 	
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			<ul style="list-style-type: none"> • Speech, Language and Communication training. • Interactive Interventions. • Sensory Awareness training (via OT team) • Educational Psychology training package. • Educational Psychology Consultations for staff and parents. 	
To provide high quality intimate care.	All staff	September 2024	<ul style="list-style-type: none"> • Intimate Care Policy. • Safeguard the rights and promote the welfare of all children and young people including those who may be more vulnerable to abuse. • Provide guidance and reassurance to staff whose duties may include intimate care. • Assure parents and carers that staff are knowledgeable about personal care and that their child's individual needs and concerns are taken into consideration. • Remove barriers to learning and participation, protect from discrimination and ensure inclusion for all children and young people within our setting. 	
Improve the delivery of information to pupils, all members of the school community and visitors and ensure that all parents and other members of the school community can access information.	Admin Team Head Teacher SENDCO	September 2024	<ul style="list-style-type: none"> • Use a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Induction loop (when needed) check with IT if we have induction loop in our halls – where parents gather • Pictorial or symbolic representations • Carpeted/soft furnishing/rugs in teaching spaces to support a good auditory environment. • Double glazing to support a good auditory 	

			<p>environment.</p> <ul style="list-style-type: none">• Blinds to reduce glare• Sound buttons/recording devices• Social stories for the delivery of information, appropriate to the age and stage of the child.• Equipment will be applied for as needed.• Written information is provided electronically.	
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Aim	Current good practice	Objectives	Review
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To develop an adapted curriculum map for children with additional needs from EYFS to Year 6</p> <p>Develop use of IT resources so that children with a disability can engage with learning. Pilot Dyslexia Gold.</p> <p>Quality assure the Graduated Response</p>	

<p>Audit the access to the physical environment through the eyes of a person with a physical disability</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Evaluate access to library shelves on upper primary site.</p> <p>Enable independent access to the main school doors</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loop (when needed) check with IT if we have induction loop in our halls – where parents gather • Pictorial or symbolic representations • Carpeted teaching spaces • Double glazing • Blinds to reduce glare • Sound buttons <p>To use social stories for the</p>	<p>To enhance the delivery of information to pupils with Autism – Educational Psychology training.</p> <p>To use social stories for the delivery of information.</p> <p>Use pupil voice to inform our future plan for improving delivery of information to pupils.</p>	<p>Teachers have accessed training to develop their skills and knowledge of the four main areas within the SEND Code of Practice. SENDCO monitors the impact through Learning Walks, reviewing the children’s learning and Outcome Pathway provision.</p> <p>SENDCO and support staff accessed TEACCH training.</p> <p>Social stories are embedded in our school. Children in EYFS all received a social story to inform them of the start of their learning journey.</p> <p>Pupil voice obtained through the school council and Outcome Pathway meetings. Information delivered to pupils ...</p>

	delivery of information. •		
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board, the ASIG and Miss Lisa Sumpter.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

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