

# St Joseph's RC Primary School



## Accessibility Policy & Plan – 2022- 2024

### Mission Statement

“There are 3 things that last: Faith, Hope and Love. Love one another as I have loved you.”

Our school is proud to be part of the Roman Catholic community in the Parish of St Joseph's Ramsbottom. Our school has a distinctive character, because everything we do is based on the values of the Gospel. The purpose of our community is to recognise the worth and dignity of all and to fully develop the talents of each person.”

This is a Catholic school committed to celebrating the God made uniqueness and value of every individual. God loves and created all and so too we must regard every child as a precious gift being treated with dignity, love, fairly and equally. This is enshrined in our Catholic School foundation. It is at the heart of our ethos and part of our Diocesan “5W's” document – whereby the “Welfare” and “Welcome” statements, as well as the “Word” statements are of particular relevance. We must always remember to try to imitate Christ's example.

The Equality Act 2010 provides three main duties towards disabled pupils:

- 1) not to treat disabled pupils less favourably for a reason related to their disability;
- 2) to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- 3) to plan to increase access to education for disabled / SEND pupils.

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:

- 1) increasing the extent to which disabled pupils can participate in the school curriculum;
- 2) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- 3) 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. Attached is an action plan which shows how the school will address the priorities identified in the strategy. The Plan must be reviewed every three years and approved by the Governing Body.

### Vision and values

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion. Information from pupil data and school audit.

Pupil attainment and progress data will feed into the plan. The latest information will be available on our website.

Views of the stakeholders will be surveyed during the review of the plan to ensure that their views are taken into account.

### **Main Priorities in the school's plan**

- Increasing the extent to which disabled / SEND pupils can participate in the school curriculum.
- Increase access to the curriculum for pupils with a disability / SEND, expanding the curriculum as necessary to ensure that pupils are as, equally, prepared for life as their peers. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improving the physical environment of the school to increase the extent to which disabled / SEND pupils can take advantage of education and associated services.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  
- Improving the delivery to disabled / SEND pupils of information that is provided in writing for pupils who are not disabled.
- Improve the delivery of written information and verbal information to pupils, staff, parents and visitors with disabilities / SEND. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

### **Implementation & Review of Plan**

Management, coordination and implementation. The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

Attached is an Action Plan, relating to these key aspects of accessibility. The plan will be reviewed and adjusted on an annual basis.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with other school policies and procedures.

The Plan will be monitored through the Committees of the Board of Governors. The plan will be available on the school website.

September 2022



## 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.

### Curriculum & Learning:

	Current Situation	Targets	Strategies	Timescale	Staff Responsible	Success Criteria
<b>Access to the curriculum for all children.</b>	All children have access to the EYFS or National Curriculum. Children with additional needs including disabilities have additional support personalised to their needs, including the use of additional staff, interventions, resources, differentiated tasks and personalised targets linked to external professional advice. Half termly reviews occur to review the progress and	Additional resources available for children within the classrooms including visual supports, fine and gross motor skill resources, written material to be available in different sizes if appropriate.	<p>Review of resources in school and purchase further resources as needed.</p> <p>Visual resource bank made on shared computer drive for all teachers to access.</p> <p>Teachers to consider the impact of colour and font when using presentations.</p> <p>To consider access to PE lessons.</p> <p>To risk assess and plan for educational trips and visits to ensure full engagement and inclusion for any person with a disability.</p>	Ongoing	<p>SENCO</p> <p>SLT</p> <p>Class teachers</p> <p>Teaching Assistants</p>	<p>Children have access to appropriate resources as needed.</p> <p>Teachers have access to a visual support resource bank that is regularly updated. Use of communication through print package.</p>

	<p>support given to each child.</p>		<p>To provide Specialist teacher support; CPD for staff and Specialist Support Staff support in response to any identified need.</p> <p>To provide a differentiated curriculum with appropriate challenge.</p> <p>To ensure assessment of learning is correctly and properly undertaken</p> <p>To make full use of and improve upon Computing accessibility and equipment to support children (and adults providing for them).</p> <p>To evaluate immediate needs not being met and to predict future needs now.</p> <p>Working towards becoming a Dyslexia Friendly School.</p> <p>Use of cream coloured paper and coloured overlays</p>			
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<p><b>Children with disabilities to be able to access extra curriculum activities.</b></p>	<p>A range of lunchtime and after school clubs are available. Some of these are run free of charge by teachers and other activities are run by external providers. Some in house clubs include activities that are arranged by invite only e.g homework club or can be arranged to invite identified children e.g. art club, lego therapy, COJO.</p>	<p>Children with additional needs have access to a range of extra curriculum activities.</p>	<p>A review to be completed of the access of clubs by children with additional needs, including the support that can be given by external club providers.</p>	<p>Ongoing</p>	<p>SENCO All Class teachers and club providers.</p>	<p>All children with additional needs are accessing extra curriculum clubs effectively.</p>
<p><b>Children in EYFS have a successful transition to Nursery/Reception</b></p>	<p>A range of strategies used in EYFS provision and good links with outside agencies and excellent home-school contact.</p>	<p>To liaise with Nursery providers to review potential intake for each September</p>	<p>To identify pupils who may need additional to or different from provision for each September.</p> <p>To run 'School Ready' sessions in the Summer Term.</p>	<p>Annually</p>	<p>EYFS teachers SENCO SLT</p>	<p>Procedures/equipment / support/CPD in place for when the child starts their placement.</p>

<b>All members of the school community are fully included.</b>	School policies are inclusive of all staff and children making reasonable adjustments where needed.	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT SENCO All subject leaders	All policies clearly reflect inclusive practice and procedure
<b>Successful home-school relationships.</b>	Excellent working relationships formed with families in the school community.	To continue to establish close liaison with parents.	To ensure collaboration and sharing between school and families.  Pupil Premium Parent support group.  SEN Parent's Voice Parent Support Group.	Ongoing	All teachers and support staff  SLT	Clear collaborative working approach
<b>Holistic approach between all agencies involved with key children.</b>	Good relationships with outside agencies and working towards developing relationships with new staff members from outside agencies.	To establish close liaison with outside agencies for pupils with on-going health needs. E.g. Children with severe asthma, medical issues and impairments.	To ensure collaboration between all key personnel.  To ensure all staff are made aware of our duty of care under the regulations.  Regular updates of any changes in policy or practice.	Ongoing	HT SENCO  All teachers and support staff  Outside agencies	Clear collaborative working approach.  All staff well informed and compliant.
	Inclusive buildings plan in place.	To identify needs beyond the affordability of school budget and	To develop a credible Buildings and Premises Plan incorporating the needs of disabled pupils, visitors and parents in terms of		Headteacher SENCO CoG	Plans in place to improve access and all facilities and resources.

		to target additional external funding for necessary adaptations such as LCVAP funding	how it positively impacts on their ability to access learning			
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**Completed by Emma Moncado (Headteacher) – September 2022**

**Next review date – September 2024**