

St. Joseph's R.C. Primary School

Accessibility Plan 2024-2026



Policy Completed By: SLT


Date for Review: 2024-26

Contents

- 1) Access to the curriculum and participation in school activities
- 2) Access to the Physical Environment
- 3) Access to Information
- 4) Individual Access Plans


Appendix 1: Questions to consider when completing an Individual Access Plan:

Appendix 2: Accessibility Action Plan



Mission Statement

At St.
Joseph's
School,
we aim
to grow and learn together within
a loving and caring environment
which reflects
the Gospel
values. We
encourage
all our
children
to reach
their full
potential in
all aspects of
their education.



St. Joseph's Accessibility Plan

At St Joseph's we are committed to enabling all of our pupils to achieve their full potential, including those with disabilities. An environment which reflects the Gospel values is one that is accessible for all.

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to:

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEND Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

1) Access to the curriculum and participation in school activities

The school curriculum is adapted to meet children's individual needs. Lessons and activities will be differentiated to provide children with access to learning at their appropriately challenging level. Where appropriate, pupils will be provided with additional support, resources and individualised planning and provision to meet their specific needs. All provision, planning, teaching and learning is monitored as detailed in the school's monitoring, SEND and performance management policies. Staff are provided with appropriate training to meet the needs of pupils with specific needs for example: autism, diabetes or a hearing impairment.

2) Access to the Physical Environment

At St. Joseph's we have full wheelchair access to all areas of the school site. Where there are single steps on individual floors, these can be overcome using the mobile wheelchair ramp available on these floors. We have toilet facilities for disabled users on two floors. We also have several group rooms should individual space for specific provision be required. We regularly evaluate the impact of our school environment upon provision for children and will adapt our school's physical environment to meet the needs of the children.

3) Access to Information

At St Joseph's we ensure that all information is communicated in a way that is appropriate for each individual pupil. We work in conjunction with the Southwark Hearing Support team to receive support and training for staff in adapting work for hearing impaired pupils to support their reading; have ensured that signage for exits etc. uses non written symbols (such as running man) to clarify meaning and regularly provided information to parents and

carers about organisations and groups which work with and support the families of children with specific physical and learning needs.

4) Individual Access Plans

At St. Joseph's we will make all reasonable adjustments for any individual children or parents already part of our school community or wishing to join it. The process of making these adjustments is outlined below:

- 1) We will hold a meeting with all relevant parties to discuss the individual's needs, e.g. a member of management, the child's parents, etc.

- 2) We will complete an Individual Access Plan (IAP) which will be shared with all relevant parties. This may include details of:
 - physical/electronic aids required
 - adjustments to communication systems
 - measures to ensure maximum participation in all aspects of school life including curricular and extra-curricular activities, Breakfast and After School Clubs and educational visits
 - personalised timetabling - additional time allowed for the completion of tasks
 - class positions/school routes
 - staff training
 - fire drill procedures (1:1 guide)

* Reference will be made to a set of questions when completing the IAP - see appendix 1.

- 3) Actions on the IAP will be implemented within an agreed timescale and this will be passed onto future teachers of the child/parent concerned for regular review alongside the child's provision map.

IAPs are completed for children with temporary disabling injuries such as broken limbs and for children who require adjustments following operations.

We will endeavour to provide access on a general and individual basis within reason. Contact can be made with all school staff via the school office between 8am and 4:30pm during term time. Our office telephone number is 0207 237 4267.

Appendix 1

Questions to consider when completing an Individual Access Plan:

1. Which staff possess the necessary knowledge/experience to support the individual?
2. Is there any staff training required?
3. What adjustments need to be made to ensure the child can participate as fully as is possible in all lessons/activities, including reading, writing, PE, Computing, music, drama, etc. This may need to be considered regularly at different planning times, e.g. each half-term, weekly and daily.
4. How will the curriculum/learning activities need to be differentiated to ensure curriculum access?
5. Are there any physical/electronic aids required? E.g. specialised software and/or equipment
6. Are there any timetable variations to be considered? E.g. more time allowed for the completion of tasks.
7. What adjustments need to be made to positions and routes regarding the classroom, assembly hall, dinner hall, toilets, music and computer rooms? E.g. remove pieces of classroom furniture to create space required.
8. What adjustments need to be made to ensure the child can participate in Breakfast Club, After School Club, extra-curricular activities and educational visits?
9. Do communication systems need to be reviewed and adapted? E.g. signers for meetings, improved signage around school, braille newsletters, translated newsletters.
10. Does the lighting and noise level of certain areas need to be considered and do adjustments need to be made?
11. Is there a need to book the use of group rooms for individual space and provision? E.g. children with sensory needs.

What adjustments need to be made to school routines, e.g. fire drill procedures

Appendix 2: Accessibility: Action Plan 2024-2026

Curriculum Objective: To Ensure access to the full curriculum for all pupils with disabilities or SEND

Actions	Time Scale	Resources	Cost	Impact/Success Criteria	Notes/Areas for development
To offer a differentiated curriculum where provision and resources are matched to meet the needs of every individual (Class Teachers/SENCO)	2024-2026	Class Teacher Time	£0.00	All children, including those with disabilities or SEND are given full access to the school's curriculum	
Training for staff upon supporting children with specific needs: autism, speech and language, hearing impairments, diabetes (Pupil Welfare Manager)	2024-2026	Internal/External Training	£1,500		
To employ trained support staff to support the specific needs of individual pupils (SLT)	2024-2026	Support Staff	See Staffing Budget		
Teachers to compose termly provision maps to identify the specific needs and support for individuals within their class (Class	2024-2026	Class Teacher Time	£0.00		

Teachers)					
To source specific resources to support the learning needs of individuals from specialist sources (SENDCO)	2024-2026	SENCO – Time Learning Resources	£2,000		
Physical Environment Objective: To improve and maintain access to the physical environment for all pupils					
Actions	Time Scale	Resources	Cost	Impact/Success Criteria	Notes/Areas for development
To regularly review the physical needs of all pupils, staff and visitors to ensure that the school's physical environment is appropriate to their needs (SLT)	2024-2026	SMT -Time	£0.00	The school's physical environment is safe and accessible for all pupils, staff and visitors	
All new pupils/staff to complete medical forms detailing any specific physical or medical needs (School Admin. Manager)	2024-2026	Admin. Team - Time	£0.00		
To obtain an access ramp on the 1 st floor to ensure that	2021-2022	Premises team – time Access	£2,000		

