



ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL
SOUTH WOODHAM FERRERS

SCHOOL MISSION STATEMENT

*Through our loving God we follow
in the footsteps of St. Joseph
who helps us to be gentle,
caring and hardworking.
As we learn together, we love
value and welcome
everyone.*

Accessibility Plan 2017-2020

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

School Accessibility Plan 2017-20

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1985 (DDA):

"A person has a disability 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 carry out normal day to day activities."

St Joseph's Planning Objectives

1. We are committed to providing an 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 developing a culture of awareness, tolerance and inclusion.
- 1.1. St Joseph's plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- 1.2. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
- 1.3. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

School Aims

2. In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.1 St Joseph's Catholic Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equality Objectives
- St Joseph's Catholic Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

Review and Implementation

5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

- 5.1. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
- 5.2. Information about our Accessibility Plan will be published on the School Website (statutory).
- 5.3. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
- 5.4. We acknowledge that there is a need for on-going awareness raising and training for staff and Governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Appendix 1: St Joseph's Catholic Primary School Accessibility Plan 2017-2020
Access to the Curriculum

<u>Target</u>	<u>Strategy</u>	<u>Success Criteria</u>	<u>Responsibility</u>	<u>Timescale</u>	<u>Resources</u>	<u>Achieved</u>
Develop inclusive, quality first teaching	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons.	All teaching staff	Ongoing		Yes - maintain
Develop as an 'autism friendly' school	Tier 2 training attended by two teachers and role of Autistic Champion developed in and across school	Increased access to the curriculum for pupils with autism. Autistic Champion training completed and disseminated to staff Autism audit demonstrates that classroom practice is adapted to meet the needs of children with autism.	SENCo	Ongoing	Training Courses. Costs to be included as part of Staff Training	
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Increase in access to all school activities for all disabled pupils	SENCo / Class Teachers / Club Providers	Ongoing		Yes - Maintain
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start without the need to make adjustments to accommodate the needs of individual pupils. Increase in access to the National Curriculum.	SENCo / Class Teachers	Ongoing		Yes - Maintain

<u>Target</u>	<u>Strategy</u>	<u>Success Criteria</u>	<u>Responsibility</u>	<u>Timescale</u>	<u>Resources</u>	<u>Achieved</u>
Appropriate use of specialised equipment to benefit individual pupils & staff	Reasonable Adjustments in the Classroom Checklist to be shared with all staff (attached as Appendix 2). Commit to provide appropriate ICT resources to meet pupil need	Increased access to the Curriculum Needs of all learners met.	SENCo / Class Teachers	Ongoing	Specialist Equipment	
Provide specialist play equipment	Enable disabled pupils to enjoy play which would usually be inaccessible to them.	Disabled pupils have active, inclusive playtimes - 'wet play' and outside play - with peers.	SENCo	As required	Specialist equipment	
Parental and pupil feedback	Questionnaire / consultation with parents of pupils with SEND.	Feedback used to inform future priorities and school improvement	Headteacher / SENCo / SBM	Ongoing		

St Joseph's Catholic Primary School Accessibility Plan 2017-2020
Access to the Physical Environment

<u>Target</u>	<u>Strategy</u>	<u>Success Criteria</u>	<u>Responsibility</u>	<u>Timescale</u>	<u>Resources</u>	<u>Achieved</u>
Appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments.	Follow advice on contrasting colours & re-decorate as necessary.	Physical accessibility of school increased Steps and handrails safer for pupils/adults with visual impairment. Areas maintained on a regular basis.	Headteacher / SBM	Ongoing	Cost of redecoration built into Maintenance Budget.	Yes - Maintain
Handrails and grab rails	Maintain grab rails around school site, particularly where there are steps. To review and update annually.	Physically impaired pupils are able to access all areas, All areas to be regularly reviewed.	Caretaker / SBM	Ongoing	Build into Maintenance Budget	Yes - Maintain
Maintain Safe Access around exterior of school	Ensure pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Disabled people to move unhindered along exterior pathways	Caretaker / SBM	Ongoing	Cost included in Grounds Maintenance Plan	Yes - maintain
Improvements to help the people with hearing loss	Hearing loop fitted	Communication improved	Governors / Headteacher / SBM	As required - depending on need	Build into SEN budget as required	

<u>Target</u>	<u>Strategy</u>	<u>Success Criteria</u>	<u>Responsibility</u>	<u>Timescale</u>	<u>Resources</u>	<u>Achieved</u>
Improvements to aid those with a visual impairment	Maintenance of external paths and any external steps highlighted in yellow / non-slip paint	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained	Governors / Headteacher / SBM	Ongoing	Costs included in Maintenance Budget	Yes-maintain
Disabled parking	Ensure disabled parking spaces are always available for those parents and pupils	Disable badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately	Governors / Headteacher / SBM	Ongoing		Yes-maintain
Purchase an evacuation chair.	To ensure the safety of mobility-restricted individuals, during an emergency evacuation situation.	Swift and safe evacuation for anyone with mobility issues - not just those in wheelchairs, but including people suffering from short-term injury e.g. broken leg)	Headteacher / SBM	Dec 2017	Build into budget as part of H&S	

St Jospeh's Catholic Primary School Accessibility Plan 2017-2020

Access to the Written Information / Communication

<u>Target</u>	<u>Strategy</u>	<u>Success Criteria</u>	<u>Responsibility</u>	<u>Timescale</u>	<u>Resources</u>	<u>Achieved</u>
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes. Delivery of information to disabled pupils improved.	Headteacher / Office / SENCo	Ongoing Braille / Foreign Translation - as needed /requested	Contact details and cost of translation / adaptation	Yes - maintain
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it. Delivery of school information to parents and the local community improved.	Headteacher / Office / SENCo	Ongoing Braille / Foreign Translation - as needed /requested	Contact details and cost of translation / adaptation	Yes - maintain
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all who request it. Delivery of school information to pupils & parents with visual difficulties improved.	Headteacher / Office / SENCo	Ongoing Braille / Foreign Translation - as needed /requested	Contact details and cost of translation / adaptation	Yes - maintain
Improvements to help those with hearing loss	Hearing loop fitted in main reception. Obtain quotes and identify possible funding.	Communication improved for pupils, parents and visitors with a hearing impairment.	Governors / Headteacher / SBM	Depending on need	Cost of hearing loop	

Appendix 2

Reasonable adjustments in the classroom: A check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

1. Pre-planning information.

- Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?
- Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?
- If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.

2. What preparation have you made with the class/ group for:

- One to one peer support
- Collaborative teaming
- Group work
- Valuing difference of race, gender, ethnicity, disability or religion
- How do you ensure that mutual respect is encouraged within your classroom?
Are you clear about how to deal with bullying and harassment in the class?

3. Lesson planning: how will you support the needs of all learners?

Consider:

- timing,
- variation of activities,
- types of activities [concrete/abstract],
- reinforcement of key ideas,
- extension work
- recall of previous work,
- links to future work,
- clear instructions.

Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?

- Are you able to access specially adapted equipment for some students to enable them to participate fully?
- If not, can an alternative way be found?
- Will the diversified and differentiated work allow all pupils to experience success at their optimum level?

4. What different teaching styles are you going to use?

- Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?
- Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?
- Kinaesthetic e.g. use movement, role play, artefacts, use the environment.

5. Prepared materials

- Are written materials accessible to all: formats; readability; length; content?
- Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all?
- Appropriate use of augmented communication and ICT

6. Self presentation

- Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?
- Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?
- How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you?
- Where will you position yourself in the classroom and when?

7. Use of support staff

- Have you met with or at least communicated with support staff before the lesson?
- How are you going to use other adult support in the lesson?
- Does their use allow all children to be equally included in the class activities?
- If you are using support staff for withdrawal, how do you know the pupils are gaining from this?
- If you are using withdrawal, how are the groups organised?

8. Classroom organization

Is seating carefully planned and/or the activity accessible for pupils with:

- mobility impairments e.g. circulation space, table height
- hearing impairments e.g. sight line for lip reading/ interpreter/ no glare
- visually impaired e.g. maximise residual sight, if touch can reach
- pupils with challenging behaviour e.g. in adult gaze; at front for eye contact
- pupils with short attention span/easily distracted, eg: sit on own
- learning difficulties who need a lot of support, eg: next to peer supporter
- short attention span, eg: distraction free zone
- What seating plans are you using and why?
- Will seating plans make use of peer support and how?

9. How will you organise and group pupils in lessons?

- Friendship groupings?
- Mixed sex/same sex groupings?
- Mixed ability/same ability groupings?
- Specific pairs of pupils working together, eg: stronger reader/weaker reader?

10. How will you deal with unexpected incidents?

Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?

11. How will you ensure that all students feel equally valued through their experiences of:

- The allocation of teacher and support staff time;
- Being listened to/ paid attention to;
- Being respected;
- Achieving;
- Interacting with their peers.

12. How will you assess the outcomes?

- Do you have a scheme for assessing the achievements of all?
- Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self evaluation?
- How will you involve pupils in assessing their progress?

Signed (Chair):	Name: Mr D. Mills	Date: September 2017
Signed (Head):	Name: Mrs S. Ginzler-Maher	Date: September 2017
Next Review: Autumn 2020		