

St Joseph's Catholic Primary School – Accessibility Plan: September 2023 onwards

1 - Improving access to the physical environment.

Targets	Actions	Responsibility	Timescale	Outcomes
<p>1.1 To ensure that the academy's physical environment is accessible to all pupils/staff and visitors and fully meets their needs</p>	<p>Review all policies as part of a rolling programme and revise as necessary.</p>	<p>Headteacher / SENDCO / Governors</p>	<p>Ongoing</p>	<p>All pupils, teachers and visitors to access the physical environment</p>
	<p>Conduct an annual audit of academy premises taking into account the specific needs of pupils/staff - either current or likely prospective.</p> <p>To seek ongoing feedback to the Accessibility Plan, to review annually and when substantial changes are made to arrange a consultation with the whole school community</p>	<p>Headteacher / site manager/ Governors</p>	<p>July annually</p>	<p>Governors understand how the school is meeting its requirements to comply with the Equality Act (2010). Access to E training via the NGA and National College on Equality issues.</p> <p>Evaluate responses and update Accessibility Plan as required. Governors will add items to the Premises workstack as appropriate.</p>
<p>1.2 To ensure that all SEND pupils/students can be safely evacuated</p>	<p>Provide training and/or support for:</p> <ul style="list-style-type: none"> • Disability awareness training to school staff and governors. • Teachers and support staff to use simplified language, visual cues, to explain what will need to happen in the case of an emergency. <p>This should be as part of induction and as ongoing CPD.</p> <p>Complete Personal Emergency Evacuation Plans</p>	<p>Headteacher / Assistant Head / SENDCo / Site Manager</p>	<p>Annually in September</p>	<p>Will reduce barriers to curriculum access for children with disabilities by improved management.</p> <p>Successful fire/evacuation drill IHPs and/or ICPs are in place with named staff trained as necessary.</p>

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2: Improving access to the curriculum

Targets	Actions	Responsibility	Timescale	Outcomes
2 :1 To ensure that teaching and learning meets the needs of all pupils/students through effective adaptation	<ul style="list-style-type: none"> Review schemes of work to ensure that they indicate how the needs of different pupils/students will be met within lessons Provide staff development and/or coaching to teaching staff on adaptation Disseminate good practice on adaptation 	Subject leaders	Ongoing	All teachers are able to fully meet pupils'/students' learning needs Lesson observations indicate effective differentiation
2.2 To ensure learning resources fully meet the needs of all pupils/students	<ul style="list-style-type: none"> Class teachers will ensure that 'sensory breaks' are possible and planned for. Provide specialist equipment and resources as appropriate for pupils/students with additional learning needs Provide staff development/coaching to teaching staff on specialist SEN software and resources Use Widgeit to create visual aids and prompts. Access to the Sensory Room 	SENDCo / class teachers Subject leaders	Ongoing Ongoing As required	Pupils individual sensory needs will be identified and met. This will enable these pupils to have improved access to curriculum time. Progress and attainment of pupils/students with additional learning needs improves
2.3. To raise awareness of disability issues	<ul style="list-style-type: none"> Provide Equality training for all stake holders via The National College. Maintain and service disabled lift 3 times per year Arrange staff training on safe use of the hoist and cradle within the care room in response to changing needs. Ensure relevant staff members (currently Premises Manager 	Premises Manager, SENDCo	Ongoing	Staff will be fully trained to use equipment safely, reducing the risk of injury to children and adults. Specialist equipment will be well-maintained, ensuring continued access. This will be evidenced within training and servicing records.

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	and specialist TA) receive manual handling training.			
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3. Access to written information

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<p>3.1 To ensure all information provided to pupils/students and parents is provided in accessible formats</p>	<ul style="list-style-type: none"> • Audit all new parent information shared by the school. • Making all policies, school documents and letters available in dyslexia friendly font (Ariel), or large print, or on coloured paper for visually impaired users (on request). • Seek feedback from parent regarding needs • To try to ensure that key policies are as accessible as possible for people with learning disabilities (i.e. having 'plain English' simplified versions available or providing opportunities for these documents to be explained). • Staff to be trained in using Makaton. 	<p>SENDCo, Computing Co-ordinator Office Staff</p>	<p>Ongoing</p> <p>Spring Term</p>	<p>Pupils, parents, carers and stakeholders with disabilities will have improved access to necessary information for all school activities</p>

4. Monitoring and evaluation

This accessibility plan will be reviewed by staff annually and any changes approved by the Local Governing Body.