



St. Joseph's Catholic Primary School

Accessibility Policy

Date of Approval	11 th March 2024
Date of Next Review	2 years
Review led by	SENCo SEND Governor
Approved by	Curriculum
This policy should be read in conjunction with the following documents	SEND Admissions Behaviour Intimate Care Medicines Health and Safety Anti-Bullying Policy Local offer
Notes	



MISSION STATEMENT

St Joseph's Catholic Primary School strives to promote the education and development of all our children.

Learning through the love of Jesus Christ and empowered by his example, we celebrate our uniqueness and our distinctive gifts.

Growing in our Catholic faith we have high aspirations for all.



Aim high, live and learn with Jesus, everyone welcome



St Joseph's Catholic Primary School Accessibility Policy

Policies which also relate to Accessibility

- SEND
- Admissions
- Behaviour
- Intimate Care
- Medicines
- Health and Safety
- Anti-Bullying Policy
- Local offer

Parents, staff or visitors wishing to find out more about the school's accessibility in their particular circumstances are warmly invited to call the school to find out more. Staff will happily answer your questions.

Legal background:

This Accessibility Policy is 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 of progress of the Accessibility Policy over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as in the past, meaning that "school cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation."

According to the Equality Act 2010 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 / her ability to carry out normal day to day activities".

The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

At St. Joseph's, we also recognise that disability is a dynamic continuum of need on which people will find themselves in different places at different points in their lives. Although a person may not have a defined 'disability' they may find themselves in a position where, for a limited period, their access to the school's learning environment is restricted or may become more difficult. An example of this is when a pupil or a member of staff is on crutches and their mobility is restricted, or when younger / smaller pupils struggle to open heavier doors. In these instances, we will support the individual through making informal day-to-day adjustments as necessary, frequently calling upon peer support; this ensures that equality of access is a shared whole-school aim rather than merely the responsibility of those that oversee the Accessibility Policy.

This Accessibility Policy is part of the school's statutory duty. It sets out how the Governing Body of St. Joseph's School plans to proactively improve the equality of opportunity for those within its school community who have a disability. In accordance with the Act, the plan focuses on these key areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

It is a requirement that the school's accessibility policy is resourced, implemented and reviewed and revised as necessary. Attached is the set of action plans showing how St Joseph's will address the priorities identified in the policy.

School Aims:

At St. Joseph's we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is not merely to comply with the Equality Act, but also because our focus upon equality underpins our Mission Statement,

This Mission Statement also underpins our Special Educational Needs and Disability (SEND) Policy, Admissions Policy, Intimate Care Policy and Medicines Policy. These policies make explicit our aims:

- Not to discriminate against disabled pupils in their admissions and exclusions
- Not to discriminate against disabled pupils in the provision of education and associated services
- To treat disabled pupils with the same value we treat all pupils, whilst accommodating their extra needs
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To have regard to the Children's and Families Act 2014.
- To recognise and value parents' and the child's own knowledge of the child's disability and its effect on his/her ability to carry out normal activities
- To respect the parents' and child's right to confidentiality
- To provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet individual needs
- To support pupils with medical needs in line with statutory requirements.

At St. Joseph's, we are also mindful of the UN Convention of the Rights of the Child, and are aware of the articles relating (directly and indirectly) to the rights of disabled children:

- If you have a disability, you should receive special care and support so that you can live a full and independent life (Article 23)
- You have a right to play, relax and join in a wide range of activities (Article 31)

School Context:

St Joseph's is a two-form entry primary school housed on three floors with a separate Early Years Block. Years 5 and 6 are sited on the top corridor and Years 2 and 3 on the bottom corridor. Access to the infant classes is all on ground level. A disabled platform lift gives access to the middle corridor where the Year 4 classrooms and the Learning Resources Centre (LRC) are from the ground floor entrances to the school. The Learning Resources Centre can be accessed via the Year 1 corridor entrance. A new disabled toilet is in the Year 1 corridor.

A further disabled platform lift was installed from the Year 1 corridor to the middle corridor (Year 4) section, which means that it is now possible for all classrooms and learning areas on the ground floor and middle corridors to be accessible to wheel chair users. A care room, with a hoist and washing facilities, for children who may require intimate care is available

The only area where access for people with limited mobility is difficult is in the top corridor of the school where access is by stairs only. This area is where the Year 5 and 6 classrooms are. As well as this, access is limited on the path running from the KS1 area around the back of the school because it is steep. Wherever possible, we will make day-to-day adaptations to make these areas more accessible, such as a member of staff accompanying a wheelchair user to assist them. Should the

school be required to accommodate a severely mobility-impaired person (child or staff member) in upper Key Stage 2, some rearrangement of the location of classes would be undertaken.

The Impact of School Organisation:

We take the approach that we try to meet individual needs through providing additional help, rather than approaching disability as a 'deficit' position. Generally, the majority of our pupils who have disabilities or conditions have not been impacted severely and, with adjustments and support, they have accessed the curriculum, information and the premises. We have made reasonable adjustments to make access to these things more comfortable, e.g. for example carpeting classrooms to reduce noise level for pupils with hearing impairment, being aware of children's sensory needs when planning the layout of classroom furniture, and the installation of platform lifts and disabled facilities. Building work has accommodated and anticipated our need to be inclusive.

Children with disabilities are included in all off site activities, sports days etc. Appropriate adjustments are made where possible, and support is given. All activities are risk assessed and are specific to activities, venues and individuals taking part. For example, specific needs of a particular child would be considered within the risk assessment.

Specific staff are trained in administering specific types of medicine, and all staff receive epi-pen training. Staff are not routinely required to administer medicines, but may do so in accordance with a specific medical needs plan.

Current Outcomes for Disabled Pupils

The school's commitment to inclusivity has been recognised by Ofsted who stated in the last school's inspection that:

Adults care for pupils and know them well at this nurturing, inclusive school (2023)

It was also commented in our Section 48 inspection that:

St Joseph's is a 'Thrive' school and strives to support all pupils through understanding their emotions and helping them to manage situations they find difficult. Information that is deemed suitable to share about children who may need additional support is reported at weekly staff briefings, which are circulated to all staff. Staff work cohesively to support pupils and are mindful of the experiences of all children in the school, not just those in their class, not just those in their class. (2019)

We continue to build on this to ensure that our provision for disabled pupils ensures continued high outcomes

Current Activities: increasing the extent to which disabled pupils can participate in the school curriculum

St. Joseph's has close working relationships with its local nurseries and pre-schools with transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school's SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disabilities. The SENCo is a member of the Leadership team and is proactive in fostering appropriate provision. All pupils with SEND have provision maps and ILPs are regularly reviewed.

The school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trust.

Current Actions: improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

In addition, the environment is continually enhanced through the school's building maintenance and redecoration programme. The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as lighting, acoustic treatment and colour schemes, and enhancing the facilities and fittings.

Current Actions: Improving the delivery of information to persons with a disability

School staff are aware of the services available for converting written information into alternative formats. The school will make use of the support available through the Meeds Alliance.

Identification of school effectiveness and future priorities

The school has set the following priorities for the development of information and data to support the school's accessibility policy:

- To ensure continued identification of pupils who are covered by the Equalities Act and review their progress.

The policy is to be reviewed and updated biennially.

Viewing the school's Accessibility Policy:

The school makes its Accessibility Policy available in the following ways:

- A hard copy may be requested from the school office in standard or large print format.
- The Policy is available on the school website or may be e-mailed on request.

This policy itself will also be used to advise and inform other school planning documents and policies, such as the Premises Plan. It is the responsibility of the Governing Body to oversee the implementation of the Accessibility Policy, but also the whole school community are involved in implementing this scheme in a manner which promotes the inclusive ethos of our school.