

Accessibility plan

St Joseph's Catholic Primary School



Approved by:
Achievement and
Standards/Teaching
and Learning
Committee

Date: 7.3.2019

Last reviewed on:
March 2019

Next review due by: March 2022

Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Action plan	3
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	7

.....

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Handrails • Disabled parking bays • Disabled toilets and 					

	<p>changing facilities</p> <p>Advice would be taken from Outreach Team on how to ensure accessibility for wheelchair users if applicable.</p>					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Clear internal signage</p>					

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head Teacher and Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building with steps leading from the hall and library. Steps into classes 2-5 with stepped access to base in classes R and 1.	Advice taken from Outreach Team regarding platform lift access if/when applicable. Swap classrooms to make use of outside access if/when applicable.		
Corridor access	Two sets of steps in corridor.	Advice taken from Outreach Team regarding platform lift access if/when applicable.		
Lifts	None	Advice taken from Outreach Team regarding platform lift access if/when applicable.		
Parking bays	Disabled parking bay near main entrance			
Entrances	Main entrance, staff entrance and Preschool are wheelchair accessible. Classes 4, 3 can be accessed from the playground	Swap classrooms to make use of outside access if/when applicable. A small ramp would need to be installed to allow access over door frame.		

Ramps	Ramps to both KS1 and KS2 playgrounds			
Toilets	Staff toilets are disabled access and there is a changing area available.			
Reception area	Reception area is spacious and accessible for wheelchairs. Wide enough for easy wheelchair manoeuvre.			
Internal signage	Rooms are clearly signed and labelled to inform pupils, new staff and visitors of the identity of a room e.g. toilet/changing area			
Emergency escape routes	Access is kept clear and clearly labelled.			