

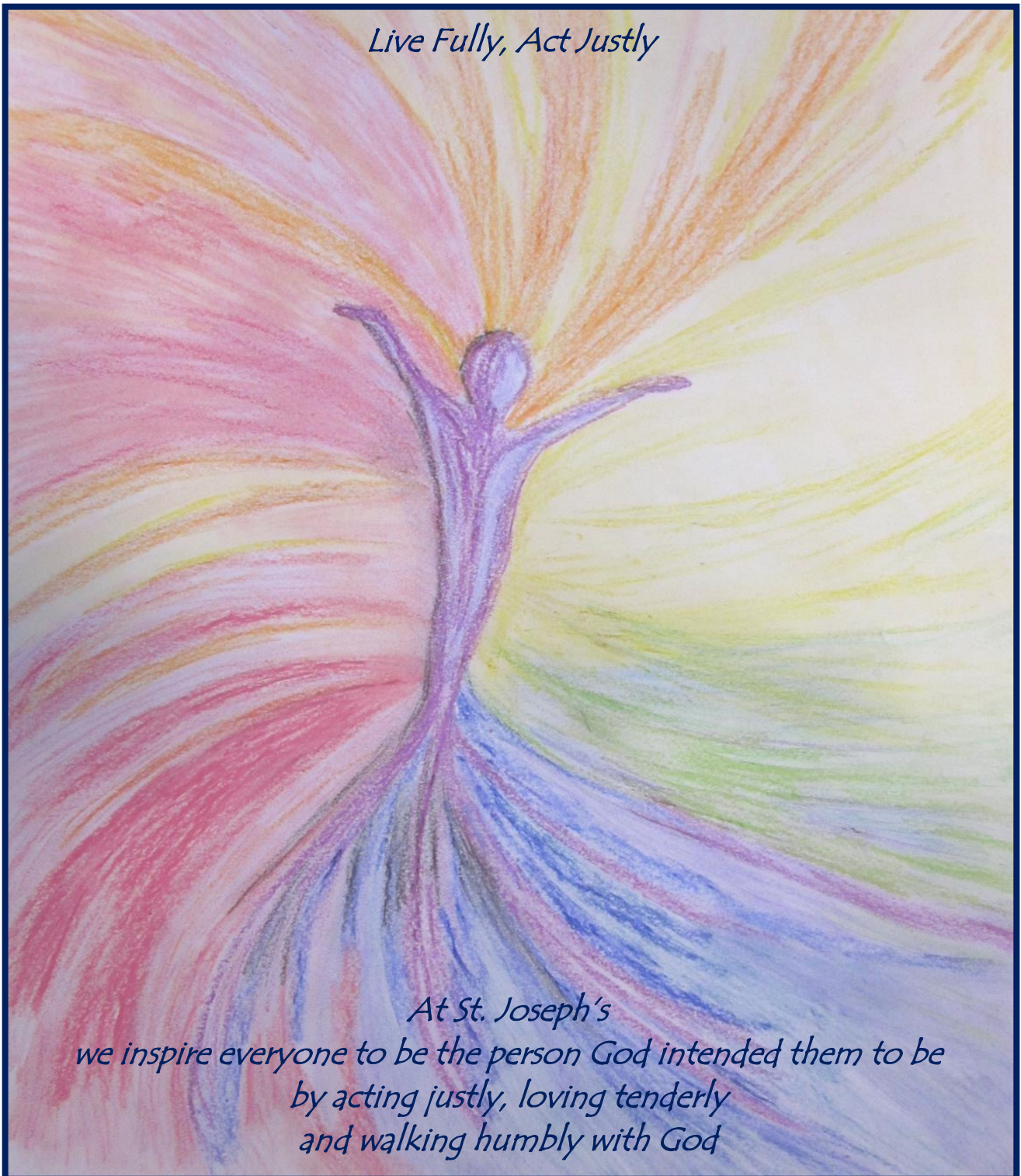


St. Joseph's Catholic Primary School

Accessibility Plan



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership



Executive Headteacher: Mr David Miller

Chair of Governors: Mrs Paula Russell

Date: September 2022

Date for Review: September 2025

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Accessibility Plan

At St Joseph's Catholic Primary School, we are committed to equality. We will:

- Eliminate discrimination, harassment, victimisation and any other conduct that is contrary to our belief that each person is unique and special and prohibited by or under Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

With this in mind, this Accessibility Plan has been drawn up. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will, over time and in line with changing needs:

- Improve awareness of equality and inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that all pupils, with or without a disability, are prepared for life. 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 the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Equality and Inclusion				
Ensure children and carers with physical disability have equitable opportunity to access all areas of building.	Liaise with sensory support team, occupational therapists, physiotherapists and other relevant professionals to ensure resources and layout of building are optimised to give good access	All members of the school community access all areas of building.	Ongoing	PEEPs prepared for relevant children.
Ensure children and carers with visual disability have equal opportunity to access information from school.	Highlight on all school documentation that goes to parents that it is available in larger print on request.	Format of documentation altered appropriately.	As required	
Ensure pupils and carers with hearing impairment are able to access verbal communication.	Use of microphones and receivers in use during lessons and acts of worship. Specialist resources purchased in line with Education, Health and Care Plans.	All children and carers are engaged in discussions.	As required	Careful thought given to seating plans, use of visual aids.
Review all policies to ensure they reflect our commitment to equality.	Governors to review policies in line with our review timetable.	Policies are just, fair and equitable and are fully embedded in the life of the school.	Ongoing	
Monitor the protected characteristics of newly recruited staff.	Collect information during recruitment process and monitor to ensure equity and fairness.	Recruitment is fair, just and equitable.	As required	
Physical Environment				
Ensure all building work complies with all current equality requirements.	Liaise with architect to ensure that accessibility is paramount in any new developments.	All members of the school community access new parts of the building without barriers.	As required	
Any redecorating work within the school is sympathetic to the needs of those with additional needs or disability.	Advice taken re-lighting and colour schemes before any further decorating takes place.	The school decorates in a way that is supportive of those with additional needs.	As required	Neutral colour scheme is prioritised – classroom displays are backed with

				hessian rather than vivid backing paper.
To improve access to and within the school (if needed).	The school will take into account the needs of any pupils and/or staff that may need support accessing the building and or moving around the premises, taking appropriate action as and when required (e.g. Access via ramps and an internal lift).	All members of the school community will be able to access all areas of school.	As required	
Curriculum				
Ensure the curriculum can be accessed by all children.	<p>Training for teachers on differentiating the curriculum through quality first teaching.</p> <p>Work with outside agencies to ensure up to date appropriate strategies are used to support learning and development.</p> <p>Individual SEN Support Plans in place to meet the needs of each child and identify the specific support that will be put in place.</p> <p>Specific equipment sourced from outside agencies as required e.g. OT requirements.</p>	All children access all aspects of the curriculum.		The school reacts to the needs of both adults and children so that the curriculum is accessible.
Establish closer liaison with parents around SEND.	Termly meetings between school staff and families to review SEN support plans SEN coffee mornings.			

Equality statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural, or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice, or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Monitoring and Review

This policy will be reviewed by the LGC in September 2025.

The Policy was amended in January 2023 to update the name of the new Executive Headteacher.



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