



St. Joseph's RC Primary School

*At St Joseph's we inspire everyone to be the person God intended them to be, by acting justly,
loving tenderly and walking humbly with God.*

LIVE FULLY – ACT JUSTLY

Accessibility Policy

Introduction

This plan has been written to ensure that St Joseph's Primary School meets the necessary requirements for accessibility for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

St Joseph's Primary School recognises its duty:

- not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- not to treat disabled pupils less favourably.
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- to publish an accessibility plan.

St Joseph's Primary School aims 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.

Definition of Disability under the Equality Act 2010 states that a person has a disability if: "They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities".

St Joseph's provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

The three areas to be considered in the action plan are:

a) Improving education and related activities: St Joseph's will seek and follow the advice of LA services, such as specialist teacher advisors and SEN advisors, and of appropriate health professionals.

b) Improving the physical environment: St Joseph's 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 improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

c) Improving the provision of information: St Joseph's will make itself aware of the local services, including those provided through the LA, for providing information alternative formats when required or requested.

Contextual information

St Joseph's Primary School, is a highly inclusive school, it is made up of 1 single storey, split level building which is partially accessible.

Access Audit

St Joseph's Primary School, is a highly inclusive school, it is made up of 1 single storey, split level building which is partially accessible, with six access points from outside.

Access to the hall and dining area from the KS1 corridor is via a flat route, there are stairs from the KS2 corridor. On-site car parking for staff and visitors includes two dedicated disabled parking bays. Parking facilities are small, however, there is ample parking in the adjoining church car park, from which there is access to the school site. Entrances into the main school reception and KS2 entrances are via a low step. Entrance from the rear car park is via a small step. Entrance to EYFS and KS1 Corridor are via higher staircases from the playground. All doors are wide. The main reception features a secure lobby with a low reception hatch which is fully accessible to wheelchair users. Access into the school can only be gained from inside the main reception or via staff keys. Disabled toilet facilities are available in the main school corridor in KS2. The school has internal emergency signage and escape routes are clearly marked.

Our current Access Audit has revealed a number of issues:

- The entrances from the playground to EYFS and Key Stage 1 are via a number of steps and will require a ramp if and when the need arises.
- The entrances to the main reception area and Key Stage 2 areas are via a small step and will require a ramp if and when the need arises.
- Due to the split level nature of the school and the stairs leading to the hall and KS1 area of the school, an internal lift may be required if and when the need arises.

Information about the school's disabled population

The school's population can have children who have some kind of impairment, be it physical or mental. Some children have moderate and specific learning difficulties.

Home visits are undertaken for children beginning Reception if any additional needs have been identified. The LA and health advisers are contacted for support and guidance.

Staff are trained in the use of epi-pens where necessary and several members of staff hold current first aid qualifications.

Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEN register and those who have disabilities. Where children have significant health problems, all appropriate adults are informed.

How appropriate is the current provision?

Staff are highly aware by effective communication of the issues faced by disabled pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda.

Provision in an Emergency

Children with specific physical needs will have their own personal evacuation plans. Named adults will be responsible for their evacuation in an emergency. We have regular evacuation practices for all children.

Recent projects to improve the physical environment have included:

- Wide doors to main entrance to facilitate disabled access
- Accessible meeting room and staff room

Targets for 2016-2019

- See Accessibility Action Plan