



ST. JOSEPH'S
CATHOLIC PRIMARY AND NURSERY SCHOOL
 'LEARNING TO LOVE, LOVING TO LEARN'

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL ACCESSIBILITY POLICY AND PLAN

Approved by:	FGB	Date: September 2023
Next review due by:	September 2026	

MISSION STATEMENT

At St Joseph's we share a vision that together we are the architects of the future, building lives on the firm foundations of the gospel.

Inspired by Christian values we aim to provide love and security within a curriculum designed to meet the complex needs of all individuals, in order to prepare them to take their place in the ever changing world of today and tomorrow.

The values and language of the UN Convention on the Rights of the Child are central to our ethos.

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1. Aims

At St Joseph's we work hard to ensure that every member of our school community- pupils, parents, staff and visitors- feel safe and included. We are an inclusive school; ensuring inclusion is invisible, yet targeted and effective enabling all children to be successful and to thrive. We focus heavily on a child's well-being and developing a child as a whole, whatever their individual abilities or needs, where everyone is equally valued and welcomed. Being individual and unique is something we value and nurture.

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.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Through our approach to Equal Opportunities, which encompasses the five key aims of 'Every Child Matters,' we will:

- i. Ensure respect for the rights of each individual/group
- ii. Encourage care for all members of the school community as well as the local, wider and global communities
- iii. Adopt approaches that facilitate fair access to the range of curriculum activities/ development opportunities for all pupils/staff
- iv. Develop the abilities/skills of every member of the school community to their full potential
- v. Encourage understanding and positive appreciation of our culturally diverse and globally enriched society
- vi. Ensure the right of all people to work/learn in a safe, secure and supportive environment



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- vii. Develop/encourage positive working relationships and co-operation between all members of the school community
- viii. Facilitate the equitable and fair application of all school procedures and approaches for each individual/group
- ix. Eliminate any practices which indirectly/directly limit/reduce/deny opportunities and/or discriminate against people (employees, pupils, parents, governors, prospective employees etc.).

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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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.

The school supports any available partnerships to develop and implement the plan.

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



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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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Please see plan on following page.



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AIM	CURRENT GOOD PRACTICE	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Disabled parking bays (If necessary) • Disabled toilets and changing facilities • Regular reviews of SSP's and EHCP's • Personal evacuation plans completed for students who have been identified as requiring one. In liaison with parents/school nurse and any other healthcare provider applicable • Regular review of classroom layout (and other rooms) to ensure they meet the needs of the children using that space. 	HT DHT/SENCO HT/DHT/SENCO Class Teacher	Ongoing	All areas are accessible to all All current pupils are able accessible areas required for learning. There is safe access throughout the school All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be implemented successfully. Children are not excluded from learning opportunities because they cannot access around the classroom or equipment



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AIM	CURRENT GOOD PRACTICE	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none">• Provision of written material to pupils to meet their needs e.g. large print/coloured paper/ widgets/seating position within the classroom• Website regularly reviewed to ensure all documentation is accessible to parents e.g. EAL parents	<p>DHT/SENCO/ Class teachers/ LSA's</p> <p>HT/DHT/SBM</p>	Ongoing	<p>Pupils always have access to written material which meets their needs at the appropriate time</p> <p>Website reviewed and updated as necessary to be accessible</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 reviewed by the Headteacher. It will be approved by the Full Governing Body.

5. Links with other policies

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



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- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Teaching and Learning Policy