

**St Joseph’s RC Primary – School Accessibility Plan 2023 – 2024**

This plan is reviewed regularly as part of the school’s own maintenance checks.

The plan is also adapted and reviewed when needs arise for individual children.

**Access to the Physical Environment**

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| **Aim** | **Strategies** | **Responsibility** | **Success Criteria** |
| **To be aware of the access needs of disabled children, staff, governors and parents,carers**  **Ensure the school staff & governors are aware of access issues** | **a) to create access plans for individual disabled children as required.**  **b) to ensure staff and governors can access areas of school used meetings**  **c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.**  **d) Staff to share SEND information eg Personal Support Plans and Additional Support Plans with relevant volunteers and support staff to ensure continuity of care for the children.**  **e) ‘Learning walk’ to take place around the building to identify any potential access issues.** | **SENDCO / SLT/ Governors.** | **Plans (EHCP/ ASP/ HCP) are in place for disabled pupils, and all staff are aware of pupils’ needs.**  **All staff & governors are confident that their needs are met. Lifts available to all floors.**  **Continuously monitored to ensure any new needs arising are met.**  **Parents have full access to all areas of school .**  **All staff, including volunteers are aware of needs of SEND children at all times, where appropriate.**  **All areas of the school evaluated for accessibility.** |
| **Ensure everyone has access to reception area** | **a) ensure that nothing is preventing wheelchair access**  **b) ensure the outer door is wide enough for a wheelchair**  **c) provision of appropriate seating** | **Site Supervisor / Governors/ Headteacher** | **Disabled parents / carers / visitors feel welcome.**  **Visitors can sit down if waiting for reception.**  **Wheelchair users aren’t waiting because staff sitting in the office can’t see them** |
| **Maintain safe access for visually impaired people** | **Check condition of yellow paint on step edges regularly**  **Check exterior lighting is working on a regular basis**  **Check effectiveness of exterior light to steps leading to car park to improve visibility.**  **Consider alternative access from the car park for wheelchair users as this is currently via steps.** | **Site Supervisor**  **Governors/ Headteacher** | **Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.**  **Improved access from car park to main reception.** |
| **Ensure all disabled people can be safely evacuated** | **a) Ensure there is a personal emergency evacuation plan for all physically disabled pupils. This might include use of the Medical Evacuation chair which has been purchased for the first floor.**  **b)Ensure all staff are aware of their responsibilities in evacuation.**  **c). Discuss evacuation plan and consider safe exits for children with physical disabilities.** | **SENDCO**  **Headteacher.**  **SENDCO/Headteacher/ Parents to discuss access to first floor classrooms for children with physical disabilities.** | **All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.**  **Disabled people in wheelchairs can be evacuated quickly and easily** |
| **Provide hearing loops/ FM radio systems in classrooms to support pupils with a hearing impairment** | **Take advice from Hearing Support Team on appropriate equipment if this becomes necessary** | **Headteacher/ SENDCO** | **All children have audio access to the curriculum.** |
| **Ensure there are enough fire exits around school that are suitable for people with a disability** | **Ensure staff are aware of need to keep fire exits clear.** | **All staff/Headteacher/ Governors** | **All disabled personnel and pupils have safe independent exits from school** |

**Access to the curriculum**

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| **Targets** | **Strategies** | **Responsibility** | **Success Criteria** |
| **Ensure support staff have specific training on disability issues** | **Identify training needs at regular meetings and through audits/ discussion and identification of Specific Learning Difficulties.** | **SENDCO / Headteacher** | **Raised confidence of staff.**  **Staff feel confident about issues relating to SEND.** |
| **Ensure children with disabilities have access to equipment which will help them to overcome barriers to learning (eg sloping boards, easy-grip pens, coloured exercise books, reading rulers, adapted chairs etc)** | **Discuss needs of individual children with specialists eg Hearing and Vision Support teams.**  **Ensure recommendations from Paediatricians are discussed with parents as they arise.** | **SENDCO** | **Children with disabilities will have the equipment they need to access the curriculum.** |
| **Ensure all staff (teaching & non teaching) are aware of disabled children’s curriculum access** | **Set up One Page Plans/ Additional Support Plans/ EHCPs/ Healthcare Plans for disabled children when appropriate.**  **Share information with all agencies involved with each child** | **SENDCO/ Teaching Staff/ Teaching Assistants** | **All staff are aware of individual’s needs** |
| **All school visits and trips need to be accessible to all pupils** | **Ensure venues and means of transport are vetted for suitability.**  **Develop guidance on making trips accessible** | **Governors / SENDCO** | **All pupils are able to access all school trips and take part in a range of activities** |
| **Review PE curriculum to ensure PE is accessible to all pupils** | **Review PE curriculum to include disability sports.**  **Consider adapting curriculum to meet an individual’s needs.**  **Continue to train staff on delivery of PE to improve their confidence in teaching all pupils.** | **SENDCO & PE co-ordinator** | **All pupils have access to PE and are able to excel. T.A. will be there to assist as required.** |
| **Review curriculum areas and planning to include disability issues** | **Include specific reference to disability equality in all curriculum reviews.**  **Ensure PSHE lessons cover bullying of disabled children and discussion of how to overcome this.** | **SENDCO/ All Staff/ Headteacher/ PSHE Co-Ordinator.** | **Gradual introduction of disability issues into all curriculum areas** |
| **Ensure disabled children can take part equally in lunchtime and after school activities** | **Discuss with Firbobs staff, and people running other clubs after school. Support would have to be available – especially after school. Consider whether extra staff may need to be supplied by the school to support inclusion.** | **SENDCO/ Headteacher/ Governors.** | **Disabled children feel able to participate equally in out of school activities.**  **Disabled lift to access Jo-Joes and activities in the main hall.** |
| **Develop links with a special school** | **Work towards Identifying a local school and consider sharing INSET opportunities.** | **SENDCO / Headteacher** | **Increased understanding of the opportunities available to the children** |

**Access to information**

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| **Targets** | **Strategies** | **Responsibility** | **Success Criteria** |
| **Signs around school being in other languages eg Polish/ Malyalam.**  **Ensure staff know where to access support for parents with EAL.** | **Plans for a welcome sign in reception.**  **Videos in Polish and Malayalam (these being the most widely spoken additional languages used by children and parents at St Joseph’s), welcoming families to the school in these languages uploaded to website.**  **Strong links with MEAS team. EAL Co-ordinator to organise translators for parents with EAL to be able to talk with staff- this could be another parent on the agreement of both parties, or with an official translator.** | **Governors/ Headteacher / EAL Co-Ordinator.**  **Governors/ Headteacher/ EAL Co-ordinator.** | **ALL People feel they are welcome in school** |
| **Inclusive discussion of access to information in all parent/teacher annual meetings** | **Ask parents about preferred formats for accessing information eg braille, other languages** | **EAL Co-Ordinator/ SENDCO / Headteacher** | **Staff more aware of preferred methods of communication, and parents feel included.** |
| **Ensure the school website and the information on it is more widely accessible eg to parents with Dyslexia or vision impairments.** | **An accessibility menu has been purchased and added to the school website to allow viewers to access:**  **-bigger text**  **-change in contrast**  **-bigger line spaces**  **-highlighted links**  **The impact of this will be monitored by discussion with parents.** | **Headteacher** | **School website will become accessible to more parents.** |