



St. Joseph's Catholic Primary School

Headteacher: Mrs. K Husain
Deputy Headteacher: Dr. N Fernandes Viana



Jesus said: 'I have come that they may have life and have it to the full'.

Accessibility Plan

Headteacher: Mrs K Husain
Chair of Governors: Andrew Heffernan

Our Mission Statement

**St Joseph was a worker
The community of St Joseph works hard together
We respect and care for each other
We are open to and for each other
We make wise choices and always do our best
We learn to live life to the full.
Jesus said: I have come that they may have life and have it to the full.
John 10:10**

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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.

St Joseph's values the contribution that every child can make, and is committed to offering an inclusive curriculum which ensures the best possible progress for all our pupils, whatever their needs and abilities. The school seeks to remove barriers to learning, both physical and curricular, and to set challenging targets which raise achievement for all. All children are valued and respected members of the school community: "Every person of whatever race, condition and gender is endowed with human dignity and has an inalienable right to an education corresponding to his/her proper destiny and suited to his/her talents".

(Diocesan Statement on Children's Special Educational Needs)

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.

St Joseph's school works closely with a number of outside agencies to meet the needs of disabled pupils.

These include:

- Westminster Educational Psychologists
- Westminster Speech and Language Therapists (SALT)
- Westminster Occupational Therapy (OT)
- Specialist Westminster Outreach teachers for pupils with ASD, Visual Impairment, Hearing Impairment, Moderate Learning Difficulties.
- The Anna Freud Centre
- The Habilitation Specialist, Guide Dogs

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.

We have included a range of stakeholders in the development of this accessibility plan, including the pupils, parents, staff, Headteacher and governors of the school.

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.

This plan 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.

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils with a disability

Increase access to the curriculum for pupils with a disability:

- Our school offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum resources include examples of people with disabilities.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all pupils.

Improve and maintain access to the physical environment:

The environment is adapted to the needs of pupils as required.

This includes:

- Ramps
- Wheel-chair elevator ramp
- Lift
- Corridor width
- Disabled parking bays
- Disabled toilet and changing facilities

Improve the delivery of information to pupils with a disability:

Our school uses a range of communication methods to ensure information is accessible.

This includes:

- Internal signage
- Large print resources
- Yellow paint on exits and entrances (steps and stairs on main gate and car park)
- Pictorial or symbolic representations

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 governing body and the Headteacher.

5. Links with other policies

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

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				