



St Joseph's Catholic Primary School ACCESSIBILITY PLAN 2015-6

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

1. St Joseph's Catholic School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school¹ and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. St Joseph's Catholic School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); 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 or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - 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 within a reasonable timeframe;
 - 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 timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Equality Objectives (required from April 2012)
 - Single Equality Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - DCC produced Asset Management Plan
 - Prospectus
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was undertaken by the staff and governors of the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The School Prospectus will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. The Accessibility Plan will be published on the school website.
13. The Accessibility Plan will be monitored through the Governor HR and Premises Committee
14. The school will work in partnership with the Local Authority and Diocesan Authority, in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved B Hincks _____ Chair of Governors

DATE 18 November 2015

Review date September 2016

Accessibility Plan / updated Sept. 2015

St Joseph's Catholic School Accessibility Plan 2015 to 2016

Improving Curriculum Access

TARGET	STRATEGY	OUTCOME / IMPACT	TIMEFRAME
To continue to recognise that ICT can promote accessibility and so the school remains proactive in seeking best practice.	To regularly discuss ICT provision at SLT , governor and staff meetings	Continue to provide computer technology appropriate for pupils with disabilities.	On-going
Replace overhead projectors.	Replace noisy overhead projectors in a cycle of oldest first. Office to check which ones still need replacing.	Increased access to ICT for all pupils.	Ongoing
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly. Ensure staff skills are matched to pupil needs and work closely with new SENCo and Code of Practice.	Pupils needs are appropriately met through effective deployment of skilled support staff	On-going- review and adjust after each term's progress talks Also SIP 2015-6 5. Review and ensure resources, both staffing and ICT, are being used for maximum impact, providing the highest quality provision.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities such as trips out, residential visits, extended schools activities and sporting events will be conducted in an inclusive environment that comply with all current and future legislative requirements Activities and visits monitored by off-site visits co-ordinator	On-going
To develop a CPD programme to ensure staff are kept aware of the need to offer resources in alternative formats where necessary and are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Appraisal) Staff training in staff meetings, guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum CPD monitored by SLT to provide access to training appropriate to needs as identified in Appraisal	On-going cycle of annual training on medical needs and responding to needs as they arise. - Autumn 2014
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors- Nicky House (SEN governor) to cascade training attended to FGB	Whole school community aware of issues relating to Access	Summer 2015

Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIME FRAME	Cost (est.) £
Main Entrance	Main entrance and foyer Audibility Weather shelter	Increase signage for visitors to find reception from street. Consider installation of a loop hearing system for the counter Consider canopy over main entrance	By Spring 2015 Consider in review 2015 Consider in review 2015	£400
External doors	Entrance/ exit to playground via nurture group/OWLs Entrance/exit to central courtyard	The step in the external nurture room door which is exit to the field is not wheelchair friendly- although alternative exit available No disabled access currently in place, this would need ramps or timetabling considerations if needing wheel chair access	Consider in review 2015 Consider in review 2015	
General to whole school	Electrical infrastructure	Height of electrical sockets – too low in some rooms- when necessary may need altering Emergency and evacuation procedures set up to inform all pupils including pupils with SEN or disability; including alarms with visual and auditory	To be completed in school re-wiring project summer 2014-16 With all heights being Building Regs. Compliant – Sockets- 450mm Light switches 1200mm Contrasting colour light switches- visual impairment	
General to whole school	Emergency and evacuation procedures set up to inform all pupils and staff including those with SEN or disability.	Renew alarm system to include visual and auditory components.	Seeking quote for visual alarm signal outside Consider in review 2015	

Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME/ IMPACT	TIME FRAME
To continue to recognise that ICT can promote accessibility and so the school remains proactive in seeking best practice.	To regularly discuss ICT provision at SLT , governor and staff meetings	Continue to provide computer technology appropriate for pupils with disabilities. (Possibly laptops / Dictaphones for use in classrooms).	Ongoing Also SIP 2015-16 <i>Review and ensure resources, both staffing and physical space, are being used for maximum impact, providing the highest quality provision.</i>
Improved delivery of information to disabled pupils and parents to include availability of written material in alternative formats.	The school will respond to any requests for alternative formats and make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communications in large print , contrasting colours or through augmentative communication technology. On-going development will continue to offer a wider range of documents to download from the website.	Consider in review 2016
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	CPD training to be arranged as required On-going CPD to include training on range of issues such as functional use of language, Signalong and managing SALT plans Respond to any recommendation made by Hearing Support Services following visit to support individual with hearing loss. Headteacher to write a case study about individual with hearing loss.	Awareness of target group raised	Consider in review 2016