

# School Accessibility Plan 2020



**St Joseph's**  
RCVA Primary Coundon

## 1. Schools' Planning Duty

- 1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:
- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
  - To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.
- 1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.
- 1.3. This **Accessibility Plan** forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.
- 1.4. In accordance with the Act the plan focuses on three ‘key areas’:
- increasing the extent to which disabled pupils can participate in the school curriculum;
  - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
  - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.5. It is a requirement that the school’s **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.
- 1.6. The plan is to be reviewed and updated at least every three years.

## 2. Schools Aims

2.1. At St. Joseph's Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. We encourage and value each member of our school and want them to realise their full potential, physically, emotionally, intellectually, socially, morally and spiritually.

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4. As stated above, St. Joseph's Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- St. Joseph's Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- St. Joseph's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Attendance Management

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### **3. Current Good Practice which supports this duty**

- 3.1. The school's commitment to inclusivity has already been recognised by Ofsted who stated that:

*"This demonstrates that the school spends the pupil premium funding highly effectively and clearly shows the school's commitment to promoting equal opportunities and tackling discrimination. "*

Ofsted

### **3.2. Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum**

- 3.2.1. St. Joseph's has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.
- 3.2.2. The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the LEA SEND team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the EHCP process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.
- 3.2.3. The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.
- 3.2.4. The school has worked closely with specialist services including:
- Early Years Advisory Teacher
  - Occupational Therapists
  - Physiotherapists
  - Speech and Language Therapists
  - Educational Psychology Service
  - CAMHS
  - GPs and paediatricians
  - School Nurse Team
  - ADHD Nurse
  - Mental Health Nurse
  - School Counselling Service/ The Road Centre

3.2.5. The school's governors, teachers, teaching assistants and lunchtime assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Visual impairment, Specific medical conditions including asthma, eczema, ADHD, diabetes/ Epilepsy
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders
- Physiotherapy

3.2.6. Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Pastoral Leaders to access Early Help and other agencies
- Advice, assessment and support from Speech and Language Therapist
- Speech & Language teaching assistant for S&L intervention, inc. social communication
- Educational Psychologist
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Lexia
- FISCH

Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment

- Stay and Play for pupils and their parents, carers and siblings
- Advice and support from School Nurse Team
- Paediatric First Aiders
- Outdoor learning
- Use of diagnostic assessments, e.g. Dyslexia Screening Test, Accelerated Reader
- Transition arrangements, planning and support

3.2.7. The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

### **3.3. Current Actions: improving access to the physical environment of the school**

3.3.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.3.2. We are fortunate enough to have a new building completed in 2016 so all areas are accessible for disabled users.

3.3.3. In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

### **3.4. Current Actions: Improving the delivery of information to persons with a disability**

- 3.4.1. School staff are aware of the services available for converting written information into alternative formats.

## **4. Review and Implementation**

- 4.1. The **Accessibility Plan** is reviewed annually by the Local Governing Body. In addition, it will be reviewed three yearly following consultation with the School Council.
- 4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.
- 4.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's plan for 2018-20 is attached alongside the school's current plan in Appendix 1.

## Appendix 1 St. Joseph's Primary Accessibility Plan 2020

| Priority   | Lead People | Strategy / Action  | Resources                             | Time               | Success Criteria   | Review  |
|--|-------------|--|---------------------------------------|--------------------|--|---|
| Availability of written material in alternative formats if necessary                             | DH / HT     | Staff aware of services available through LA to raise awareness of visual impairment.<br>Disabled people aware of facilities through signs etc. Improve availability of information for parents – display appropriate leaflets for parents to collect as required. | Contact details                       | Ongoing            | Information to disabled pupils / parents as appropriate. Written information available in alternative formats. | Pastor and other service providers present different needs included print and Info to share necessary |
| Training for teachers on differentiating the curriculum and effective communication with parents | SENCo       | Staff training and meetings with parents of SEND pupils arranged<br>Parental Consultations   | Training time<br>SENCo time allocated | In place & ongoing | Increased access to the curriculum Needs of all learners met<br>Parents fully informed                         | St. Joseph's practicing by parents  |
| Training for staff on increasing access to the curriculum for disabled pupils                    | SENCo<br>DH | Staff training on signing / Braille etc as necessary<br>On-going training on SEND Updates  | Training time<br>TA time allocated    | In place & ongoing | Increased access to the curriculum Needs of all learners met   | SEND training support   |

### Access to the Curriculum

| Priority                                  | Lead People        | Strategy / Action   | Resources      | Time      | Success Criteria  |
|---|--------------------|---|----------------|-----------|---|
| Develop inclusive, quality first teaching | All teaching staff | Information for teachers on differentiating and personalising the curriculum for pupils with additional needs | Staff meetings | Sept 2019 | Increased access to the curriculum Needs of all learners met<br>Lesson observations show improvement within lessons |
| Parental and pupil feedback               | SENCO              | Questionnaire / consultation with parents of pupils with SEND.  |                | Termly    | Feedback used to inform curriculum improvement.   |

### Access to the Physical Environment

| Priority  | Lead People  | Strategy / Action  | Resources   | Time    | S  |
|---|--------------|--|---|---------|--|
| Improvements to aid access those with an impairment | Head Teacher | Braille signs on doors / equipment, where appropriate  | Cost of Braille adaptations as required<br>H&S budget | Ongoing | More independent access for those with impairment or disability                        |
| Safe access around exterior of school               | Caretaker    | Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise. | Cost included in grounds maintenance contract         | Ongoing | Disabled people to move safely   |
| Disabled parking                                    | Head teacher | Ensure disabled parking spaces are always available for those parents and pupils   | None  | Ongoing | Disable badge holders always available when required. Promptly replaced appropriately. |

### Access to Written Information

| Priority  | Lead People | Strategy / Action  | Resources  | Time              | S   |
|---|-------------|--|--|-------------------|---|
| Availability of written material in alternative formats | Deputy Head | All staff and parents aware of services available for requesting information in alternative formats. | Contact details & cost of translation / adaptation | Depending on need | Written information available in alternative languages, on request. All admin staff, parents and pupils have access to alternative formats. |
| Improvements to help those with hearing loss            | Governors   | Hearing loop fitted in school  | Cost of hearing loop                               | Completed         | Communication improved for those with a hearing impairment.   |

## Appendix 2

### Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

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|--|--|
| <p><b>1. Pre-planning information.</b></p> <ul style="list-style-type: none"><li>• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?</li><li>• Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?</li><li>• If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.</li></ul>       |  |
| <p><b>2. What preparation have you made with the class/ group for:</b></p> <ul style="list-style-type: none"><li>• one to one peer support</li><li>• collaborative teaming</li><li>• group work</li><li>• valuing difference of race, gender, ethnicity, disability or religion</li><li>• How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?</li></ul>  |  |
| <p><b>3. Lesson planning: how will you support the needs of all learners?</b></p> <p>Consider:</p> <ul style="list-style-type: none"><li>- timing,</li><li>- variation of activities,</li><li>- types of activities [concrete/abstract],</li><li>- reinforcement of key ideas,</li><li>- extension work</li><li>- recall of previous work,</li><li>- links to future work,</li><li>- clear instructions.</li></ul> <ul style="list-style-type: none"><li>• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?</li></ul> |  |

• Are you able to access specially adapted equipment for some students to

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| <p>enable them to participate fully?</p> <ul style="list-style-type: none"> <li>• If not, can an alternative way be found?</li> <li>• Will the diversified and differentiated work allow all pupils to experience success at their optimum level?</li> </ul>   |  |
| <p><b>4. What different teaching styles are you going to use?</b></p> <ul style="list-style-type: none"> <li>• Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?</li> <li>• Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?</li> <li>• Kinaesthetic e.g. use movement, role play, artefacts, use the environment</li> </ul>   |  |
| <p><b>5. Prepared materials</b></p> <ul style="list-style-type: none"> <li>• Are written materials accessible to all: formats; readability; length; content?</li> <li>• Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all?</li> <li>• Appropriate use of augmented communication and ICT</li> </ul>   |  |
| <p><b>6. Self presentation</b></p> <ul style="list-style-type: none"> <li>• Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?</li> <li>• Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?</li> <li>• How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you?</li> <li>• Where will you position yourself in the classroom and when?</li> </ul> |  |
| <p><b>7. Use of support staff</b></p> <ul style="list-style-type: none"> <li>• Have you met with or at least communicated with support staff before the lesson?</li> <li>• How are you going to use other adult support in the lesson?</li> <li>• <i>Does their use allow all children to be equally included in the class activities?</i></li> <li>• If you are using support staff for withdrawal, how do you know the pupils are gaining from this?</li> <li>• If you are using withdrawal, how are the groups organised?</li> </ul>  |  |
| <p><b>8. Classroom organization</b></p>  |  |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> <li>- mobility impairments e.g. circulation space, table height</li> <li>- hearing impairments e.g. sight line for lip reading/ interpreter/ no glare</li> <li>- visually impaired e.g. maximise residual sight, if touch can reach</li> <li>- pupils with challenging behaviour e.g. in adult gaze; at front for eye contact</li> <li>- pupils with short attention span/easily distracted, eg: sit on own</li> <li>- learning difficulties who need a lot of support, eg: next to peer supporter</li> <li>- short attention span, eg: distraction free zone</li> </ul> </li> <li>● What seating plans are you using and why?</li> <li>● Will seating plans make use of peer support and how?</li> </ul> |  |
| <p><b>9. How will you organise and group pupils in lessons?</b></p> <ul style="list-style-type: none"> <li>● Friendship groupings?</li> <li>● Mixed sex/same sex groupings?</li> <li>● Mixed ability/same ability groupings?</li> <li>● Specific pairs of pupils working together, eg: stronger reader/weaker reader?</li> </ul>   |  |
| <p><b>10. How will you deal with unexpected incidents?</b></p> <p>Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?</p>   |  |
| <p><b>11. How will you ensure that all students feel equally valued through their experiences of:</b></p> <ul style="list-style-type: none"> <li>● the allocation of teacher and support staff time;</li> <li>● being listened to/ paid attention to;</li> <li>● being respected;</li> <li>● achieving;</li> <li>● interacting with their peers.</li> </ul>  |  |
| <p><b>12. How will you assess the outcomes?</b></p> <ul style="list-style-type: none"> <li>● Do you have a scheme for assessing the achievements of all?</li> <li>● Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self evaluation?</li> <li>● How will you involve pupils in assessing their progress?</li> </ul>  |  |

As we are currently in an unprecedented situation the guidance from the government is changing on a daily basis.

Please see government advice in regards to equality; (up to date sept 2020)

<https://www.gov.uk/government/publications/coronavirus-act-2020-equality-impact-assessment/coronavirus-act-2020-the-public-sector-equalities-duty-impact-assessment>

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