



**Bishop
Hogarth**

Catholic Education Trust

ACCESSIBILITY PLAN

ST JOSEPH'S COUNDON

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Aims of the Accessibility Plan

This Plan outlines how the School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This Plan aims 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.

This Plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment/significant alterations or new build.

The Accessibility Audit

To assist in the development of the Plan and the identification of key issues the School will undertake an Accessibility Audit – at least once every three years. A template for the audit is attached at **Appendix 1** and covers the following three areas:

- **Access to the curriculum** – the School will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the School will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the School will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The audit should be used as a standalone tool to prompt investigation and review and need not be published with the Accessibility Plan.

The findings from the audit will, however, be used to identify the broad issues to be addressed and the actions to be taken to improve access.

All actions will be carried out in a reasonable timeframe. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Issue	Action to be taken	Lead	When	Outcome
Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Spring 20 18 ²⁰	Management and teaching staff are aware of the accessibility gaps in the curriculum New Trust curriculum being introduced so this work is continuous
Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	Summer 20 18 ²⁰	Staff members have the skills to support pupils with SEND
School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Spring 20 18 ¹⁸	Planning of school trips takes into account pupils with SEND

Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Management does not know if the school's physical environment is accessible	Audit of physical environment	Building surveyors	Spring 2016	School is aware of accessibility barriers to its physical environment and will make a plan to address them New school build
Learning environment of pupils disrupted due to glare	Anti glare fitted	HT	Summer 20 <u>22</u>	Learning environment is accessible

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures	SENCO, ICT manager	Spring 20 <u>21</u>	School is aware of accessibility gaps to its information delivery procedures
School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Summer 20 <u>18</u>	School is aware of local services for converting written information into alternative formats
Written information is not accessible to pupils with dyslexia	Provide written information in alternative formats – different coloured papers	SENCO, ICT manager	Spring 20 <u>18</u>	Written information is fully accessible to children with dyslexia
School website is not accessible to children with SEND	Audit of website	ICT manager	Summer 20 <u>22</u>	Website is fully accessible – this is ongoing