

Rawmarsh St Joseph's Primary School



Accessibility Plan

November 2023

Review November 2026

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Aims of the Accessibility Plan

This plan outlines how St. Joseph's 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

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.

The accessibility audit

1.1. The governing board will undertake an annual Accessibility Audit.

1.2. The audit will cover the following three areas:

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

1.3. When conducting the audit, the governing board 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

1.4. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.5. The actions that will be undertaken are detailed in the following sections of this document.

Access to the curriculum

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale/ Responsibilities	Success Criteria
To liaise with EYFS settings to review potential September intake	To identify pupils who may need additional support/provision Liaise with external services – SIT, CDC, EPS etc to gather information Meet with parents/carers	Beginning of Summer 2 term SENDCO/EYFS Teacher	<ul style="list-style-type: none"> • Appropriate provision set in place and ready for when children start the new academic year. • Clear communication established between parents and children. • Timetable of transition created and completed
To review policies to ensure that they reflect inclusive practice and procedure	<ul style="list-style-type: none"> • Timetable of policy review adhered to • Relevant policies approved by Governing Body 	As per policy schedule document HT/SENDCO	<ul style="list-style-type: none"> • Policies are reviewed systematically • Relevant policies approved by Governing Body • Policies are adhered to by all staff
To establish and maintain an effective working relationship with parents	<ul style="list-style-type: none"> • ‘Open Door’ Policy • Regular, focussed meetings with appropriate professionals present. (Appropriate technology provided for parents in order to access video conferencing if required) 	Ongoing SENDCO/Teachers	<ul style="list-style-type: none"> • Parental feedback shows satisfaction with and a clear understanding of provision provided for the children. • Clear schedule of parental meetings being followed by all staff
To continue close liaison with outside agencies for pupils with disabilities or ongoing health needs	<ul style="list-style-type: none"> • Maintain good relationship with SIT teacher, EPS and SALT to ensure a regular presence in school. 	Reviewed in April 24 (when SLA is due for renewal) SENDCO/All Staff	<ul style="list-style-type: none"> • Appropriate outside agencies engaged when needed. • Provision is identified and evaluated on the relevant

	<ul style="list-style-type: none"> • Ensure links are maintained with services such as Early Help, CDC, etc to ensure efficient delivery of services to children and families 	Outside agencies	school paperwork (provision plans).
To include pupils with a disability, medical condition or other access needs as fully possible in the wider curriculum (including trips as well as extra curricular provision.)	<ul style="list-style-type: none"> • Personalised Individual Education Plans shared with staff and parents. • Personalised risk assessments for individual children as needed. • Training needs identified and relevant agencies engaged • Regular evaluation of provision • Maintain accurate records to ensure medical information is up-to-date. 	Personalised IEPs reviewed termly. SENDCO/All staff Outside agencies	<ul style="list-style-type: none"> • Professional advice followed and strategies evident in classroom practice • All children able to access the curriculum

Access to the physical environment

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale/ Responsibilities	Success Criteria
Improve physical environment of school environment	<ul style="list-style-type: none"> • Termly review of school building/grounds • Liaising with SENCO to identify any additional needs that may need to be considered in relation to the school building/ grounds • The needs of pupils, staff and visitors with physical disabilities and sensory impairments considered when planning and undertaking future improvements and refurbishments of the site and premises. 	<p>Termly</p> <p>SLT/All Staff</p>	Enabling needs to be met where possible
Ensure environments are conducive to learning for all children	<ul style="list-style-type: none"> • Staff will consider the sensory needs of all pupils when planning displays and learning 	<p>Ongoing</p> <p>SLT/Teachers/TAs</p>	Visually stimulating environment maintained
Ensure that reasonable adjustments are made to the school building/ grounds for pupils with a disability, medical condition or other access needs.	<ul style="list-style-type: none"> • Completion of appropriate risk assessments • Guidance from outside agencies. Appropriate training provided • Evacuation chair available and placed by stair exit • Steps marked with 	<p>Ongoing</p> <p>SLT</p>	All access points available for all



Access to information

Aim 3: To improve the delivery of information to disabled pupils and parents

Targets	Strategies	Timescale/ Responsibilities	Success Criteria
To ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so a they can fully support their child's education.	<ul style="list-style-type: none">• Parent meetings are held prior to child joining school. Needs are clearly identified and shared with all relevant stakeholders.• A clear set of actions are identified and recorded.• Any additional training needs are identified and implemented.	Ongoing All Staff	<ul style="list-style-type: none">• Plan (If needed) formulated and shared with relevant stakeholders.• Training provided contributes to staff being able to facilitate access for all parents.