

Rawmarsh St Joseph's RC Primary School



Accessibility Plan

March 2022

Review March 2025

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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	Ongoing SENDCO/EYFS Teacher	Procedures/equipment in place so pupils can start school
To continue close liaison with parents	To ensure collaboration and sharing of information between staff in school and families	Ongoing SENDCO/Teachers	Clear collaborative working approach
To continue close liaison with outside agencies for pupils with disabilities or ongoing health needs	To ensure collaboration between all professionals and use of individual health plans	Ongoing SENDCO/All Staff Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children	Differentiated curriculum as required Specific equipment used as advised by outside professionals Close liaison with outside agencies	Ongoing SENDCO/All staff Outside agencies	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	School staff will take into account the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and more accessible facilities and fittings	Ongoing SLT/All Staff	Enabling needs to be met where possible
Ensure visually stimulating environment for all children	Colourful, stimulating displays around school and classroom environments	Ongoing SLT/Teachers/TAs	Visually stimulating environment maintained
Ensure that all access points into school are as safe as possible	All access points accessible to all pupils	Ongoing SLT	All access points available for all people

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 all pupils have access to the curriculum	Liaison with outside professionals Regular communication with parents/carers	Ongoing All Staff	All pupils

	Views of pupils taken into account		
To improve access to written information for pupils, parents and visitors	Auditing signage around the school to ensure that it is accessible to all Ensuring that written school information is presented in a format that all parents and visitors can access	Ongoing SLT	All stakeholders have access to written communication