**Accessibility Plan for St Joseph's Primary School**

**Rationale**

At St Joseph's Primary School, we are dedicated to upholding our values, which reflect our commitment to providing a school where high expectations for all are met. We believe in offering high-quality learning opportunities to ensure that every child achieves their full potential. Our school fosters a culture of care, trust, and inclusion, where all members of our community feel valued and a sense of belonging. We are determined to leave no child feeling invisible, recognizing and celebrating confidence and self-esteem in our students, as we know that safe and happy children are more likely to succeed. This Accessibility Plan is designed to comply with the Equality Act 2010, specifically Schedule 10, which pertains to disability.

Objectives:

1. Curriculum Access:
	* Increase access to the curriculum for students with physical disabilities and sensory impairments.
	* Expand the curriculum as needed to ensure that disabled students are equally prepared for life.
	* Provide support for teaching and learning, including after-school clubs, leisure activities, cultural activities, and school visits.
	* Ensure the provision of specialist or auxiliary aids and equipment for disabled students to access the curriculum promptly.
2. Physical Environment:
	* Improve and maintain access to the physical environment of the school.
	* Implement specialist facilities and physical aids to support the education of disabled students within a reasonable timeframe.
3. Written Information:
	* Enhance the delivery of written information to students, staff, parents, and visitors with disabilities.
	* Ensure that information such as handouts, timetables, textbooks, and school event details are available in various preferred formats within a reasonable timeframe.

Key Aims:

* Assess the diversity of families within the school and identify their needs and potential needs.
* Provide staff training to ensure equal access to education for all students, irrespective of their background or abilities.

Key Annual Activities

* Communicate pupil premium and entitlement information to all families through school newsletters.
* Evaluate the achievement and progress of vulnerable groups and individuals.
* Monitor the School Improvement Plan.
* Conduct pupil progress meetings.
* Perform a Senior Leadership Team (SLT) audit of provision concerning pupil premium, special educational needs, disability, Free School Meals, and English as an Additional Language (EAL) families
* Determine further actions based on emerging trends and needs.
* Monitor the School Improvement Plan.
* Hold pupil progress meetings.
* Monitor the School Improvement Plan.
* Conduct an SLT audit of provision for pupil premium, SEN, disability, FSM, and EAL families.
* Set and cost priorities for school improvement.
* Celebrate Science Week by profiling visitors and scientists from diverse groups.
* Monitor the School Improvement Plan.
* Set School Improvement priorities and create a plan.
* Amend action plans as necessary.
* Distribute questionnaires to parents and carers, including questions related to whether equality duties are being met.
* Conduct an SLT audit of provision for pupil premium, SEN, disability, FSM, and EAL families.
* Map provision for the upcoming academic year.
* Prepare for recruitment and staffing as required.
* Gather feedback from parents, pupils, staff, and visitors.

This Accessibility Plan aligns with our commitment to equality and accessibility and will be published on the school website for transparency. The governing body is responsible for overseeing the plan's implementation and ensuring its alignment with the Equality Act 2010. Accessibility audits will be conducted regularly to inform the development of future plans, and Equality Impact Assessments will be performed when reviewing school policies. Our focus extends to all groups covered by the Equality Act 2010, including race, faith, disability, gender (including LGBT), and minority groups within our school community.

**Date of Last Policy Review:** November 2023

**Access to the Curriculum**

| **Impact on Quality of Provision for Children** | **Actions** | **Timescale** | **Lead Person** | **Impact** |
| --- | --- | --- | --- | --- |
| Develop a range of learning resources that are accessible for pupils with different needs and/or disabilities | - Teaching staff to develop awareness of accessibility issues | Ongoing | Headteacher | - Effective range of resources that reflect current needs |
|  | - Staff trained in the use of Communication In Print | Annually | SENCO |  |
| Increase the extent to which pupils with disabilities can participate in the school's curriculum | - Identify current expertise and training needs of staff | Ongoing | Appraisal | - Ability to include children/recognize and support the needs of children |
|  | - Key adults deployed to support children to engage with activities |  | Headteacher |  |
| Increase staff awareness of mental health and well-being approaches to support pupil achievement | - Development of whole school Trauma Informed Approaches | Ongoing | Headteacher/ SENDCO | - Staff support emotional needs of children |
|  | - Provision of early morning bus club to support children transitioning to school |  | SENCO |  |
|  | - Provision of early morning pastoral group to support children transitioning to school |  |  |  |
|  | - Pastoral support sessions run on a needs analysis basis |  |  | - Children and families supported  |
| Increase staff awareness of outreach services to support disabled pupils | - Arrange training from CIT, School Nurse, Educational Psychologist, and LA School Improvement Partner as necessary | Ongoing | Headteacher | - Increased awareness of support services |
| Increase staff awareness of classroom strategies to include children with hearing and visual impairment in classes | - Develop an information resource bank from external organizations such as RNID, RNIB, speech and language department, etc. | Ongoing | Headteacher | - Improved ability to support and include children |
|  | - Use of closed-loop systems |  | SENCO |  |
|  | - Adaptive approaches to class seating and organization plans |  |  |  |
| Increase staff awareness of classroom strategies to include children with dyslexic needs | - Development of dyslexia-friendly approaches within classrooms | Ongoing | Classteachers | - Learning environments support pupil needs |
|  | - Access to dyslexia-friendly dictionaries |  | SENCO |  |
|  | - Access to electronic dictionaries |  |  |  |
|  | - Implementation of a spelling scheme focusing on etymology, morphology, and phonics |  |  |  |
| Increase staff awareness of classroom strategies to support children with ASC needs | - Development of autism-friendly approaches within classrooms and across the school | Ongoing | Classteachers | - Learning environments support pupil needs |
|  | - Use of visual timetables in all classrooms |  | SENCO |  |
|  | - Use of visuals to support subject and topic-based learning and pre-teaching |  |  |  |
|  | - Use of Communication in Print resources |  |  |  |
| Increase staff awareness of accessibility options available with existing software | - Training as required | Ongoing | Headteacher | - Purchase of appropriate resources - improved access |

**Date of Last Policy Review:** November 2023

**Accessibility Plan: Action Plan**

**Accessibility Plan: Action Plan**

**Access to Information**

| **Impact on Quality of Provision for Children** | **Actions** | **Timescale** | **Lead Person** | **Impact** |
| --- | --- | --- | --- | --- |
| Ensure planning is adapted and meets the needs of all pupils in the class | - SEND termly reviews | Ongoing | SENCO |  |
|  | - Adaptive intervention groups |  |  |  |
|  | - Pupil progress meetings including information sharing with parents |  |  |  |
|  | - Analysis of progress within cohorts |  | Termly | SLT |
| Narrow the gap | - Make information available in different formats | Ongoing | SENCO | To be able to respond quickly and effectively to requests for information in different formats |
|  | - Use of pastel paper for children with dyslexia |  |  |  |
|  | - Large print formats |  |  |  |
|  | - Other languages |  |  |  |
|  | - Adaptive seating arrangements |  |  |  |
|  | - Use of Communication in Print |  |  |  |
| Ensure that signs around the school support pupils, parents, and visitors | - Use of symbol software to enhance signage | Ongoing | Headteacher | To provide an accessible and welcoming environment |
|  | - Use of Communication in Print to supplement signage |  | SENCO |  |
| Ensure that stakeholders have a clear understanding of what assessment data means | - Staff and governor training on effective use of formative and summative assessment data to identify cohort needs/concerns and actions to be taken | Ongoing | SLT | Staff and governors questionnaire to indicate confidence in using assessment data, tracking children, groups, and cohorts. |

**Access to the Learning Environment**

| **Impact on Quality of Provision for Children** | **Actions** | **Timescale** | **Lead Person** | **Impact** |
| --- | --- | --- | --- | --- |
| Visitors, pupils, staff, and parents can access all parts of the building | - Accessibility walk and actions noted | Ongoing | Headteacher/H&S Governor | Accessible and welcoming environment |
| Ensure classrooms and outside areas are organized to maximize every child's learning experiences and opportunities | - Assess cohort needs | September/Ongoing | Teacher/SENCO | Lessons commence without requiring specific adaptations for individuals. |
|  | - Classroom furniture to be suitable for children with disabilities |  |  |  |

**Date of Last Policy Review:** [November 2023]

Access Audit

Date of Last Review : November 2023

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Feature**  | **Description**  | **Actions**  | **Person**  | **Date**  |
| Number of Storeys  | 1 | No alternative arrangements required for stairs. | Emily Monks  | November 23 |
| Corridor Access | Wide and accessible to wheelchair users.  | Corridors to be kept clear and tidy. | All staff | November 23 |
| Parking Bays | Wide bays available by field gate. | Kept clear for disabled access. | All staff | November 23 |
| Toilets  | Disabled toilet in front reception. | Children with SEMH may need to use this toilet if unsafe in other toilets in school. Easy access for wheel chair users. | Teaching staff to monitor and inform parents | November 23 |
| Doors  | Wide access  | Keep spaces clear and accessible At busy times, wheel chair users may enter round the side gate and through the hall. | All staff | November 23  |