

## ACCESSIBILITY PLAN

### **Increasing the extent to which disabled pupils can participate in the curriculum**

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

### **Improving the Curriculum Access at St Joseph's Catholic Primary School**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	July 2015	Increase in access to all school activities for all disabled pupils
<p><b>Review – July 2015.</b>  An increase has been seen in the engagement with out of school activities by children with disabilities (see register)</p>				
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
To ensure that systems and processes support children's access to the curriculum	Training with SENS team for all staff.	New processes and procedures embedded.	July 2016 July 2017	Staff confidence in the use of the new systems to ensure pupils with disabilities have access to the curriculum.
<p><b>Review – July 2016</b>  Training completed. Tracker in place. Staff inputting data. Next steps are to embed process and use to target teaching. Next review July 2017.</p> <p><b>Review – July 2017</b>  Trackers used, targeted teaching groups, data reviewed half termly and intervention groups altered as required.</p>				
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>

Reflect on the SEN nature of pupils in school	All teaching staff to receive autism tier 3 training	SEND pupils can access the curriculum effectively.	July 2018	Staff confidence to ensure pupils with autism have access to the curriculum.
Renewal of Dyslexia Friendly Status	To renew full status for further 3 years	Full status renewed.	July 2018	Dyslexia Friendly full status renewed.

### Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

### Improving the Delivery of Written Information at St Joseph's Catholic Primary School

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Review: 12/2014 4/2015 7/2015  Review 12/2015 4/2016 7/2016	Delivery of information to disabled pupils improved
<p>July 2015. No requests were made within the timeframe. Target maintained for a further year.</p> <p>July 2016. No requests were made within the timeframe.</p>				

Signposting of specific information	School will make parents/carers aware of services available for disabled pupils	School will provide information and opportunities to support families of disabled pupils.	Review 7/2017	Delivery of information to all families.
July 2017 – Staffordshire Umbrella Network newsletters sent to individual parents of SEND pupils.				
Target	Strategy	Outcome	Timeframe	Achievement
Dyslexia friendly newsletters	Newsletters to be published with cream background, Comic Sans font 14 and spacing of 1.5	Dyslexia friendly newsletters accessible by SEND pupils/parents	July 2018	Publication of dyslexia friendly newsletters on school website

### Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

### Improving the Physical Access at St Joseph's Catholic Primary School

Item	Activity	Timescale
Physical Aids	Review of physical aids to access education: ICT equipment, writing implements and personal physical support.	Review 12/2014, 4/2015, 7/2015

<p>July 2015. A variety of physical aids purchased throughout the year and successfully used within classroom settings.</p>		
KS1 toilets	Review access to toileting facilities for younger children and make any adjustments necessary including refurbishment if required.	Review 7/2016 7/2017
<p>July 2016 Quotations for work in course of being sought to improve facilities July 2017. Successful bid for LCVAP grant. Refurbishment of toilets commenced July 2017. To be accessible by all KS1 pupils September 2017.</p>		
Main Entrance	Review signage to ensure it clearly identifies disabled access routes into school	Review 7/2018