
**St Joseph's Catholic Primary School, Moorthorpe,
A Voluntary Academy
Accessibility Plan 2018 - 2021**



St Joseph's Catholic Primary School, Moorthorpe
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“Christ at the Centre”

Mission Statement

St Joseph’s Catholic Primary School has the presence and power of Jesus Christ at its centre. It is a community which is governed by Gospel Values and where Christ’s command for us to love God, and to love one another, is central to all we do.

Through the clear, visual Catholic identity of St Joseph’s, our vision for Catholic education is fulfilled through the educational experiences and personal curriculum we provide for our children.

Prayer and Worship are at the heart of day to day life within our school and it is our desire for each child’s journey of faith to celebrate their unique gifts and talents, made in the image and likeness of God.

St Joseph’s has strong and positive relationships with the wider community, including our partner schools within the Bishop Konstant Catholic Academy Trust (BKCAT). Links between home, school and our parish community, are also significant and central to our mission to serve the Church and create the family feeling of ‘belonging’.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Academy Councillors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the Disability Discrimination Act ‘substantial’ means more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

St Joseph’s is committed to providing an environment that enables full curriculum access, which values and includes all students, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

St Joseph’s Accessibility Plan shows how access to our school is to be improved for students, staff and visitors, with disabilities, in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

1. improve access to the curriculum for students with a disability.
2. improve access to the physical environment of the school.
3. improve the delivery of written information to students, staff, parents and visitors with disabilities.

Improving Access to the Curriculum

We aim to increase access to the curriculum for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

Our Current Position – May 2018

We believe that we have made good progress in the following areas:

- Providing appropriate intervention for pupils identified as having additional needs e.g. one to one or small group pastoral support for pupils with social, emotional and mental health needs (SEMH).
- Developing quality first teaching across the school - Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- Using Wakefield Progression Steps, where appropriate, to measure the progress and achievement of specific students and set attainable targets with high expectations.
- Ensuring that school visits and trips are accessible for all students – providing one-to-one support for children with specific diagnosis.
- Providing iPads and electronic equipment for children who need regular access to support their learning and recording skills.
- Development of Circle Time, Growth Mind-set and Meditation
- Collaborative 'Drop-In' Sessions between agencies and teaching staff:
 - Wakefield Learning Support Service (LSS) & Educational Psychologist Service (EPS)
 - Communication, Interaction Assessment Team (CIAT) & Social, Emotional and Mental Health Needs (SEMH)
- Staff training in:
 - Autism Awareness (Wakefield Children Safeguarding Board)
 - Dyslexia Friendly classrooms (Yorkshire Dyslexia)
 - Working Memory (LSS)
 - Understanding Social Communication Difficulties in the Primary School (CIAT)
 - Attachment Theory & Presenting Difficulties in the Classroom (CAMHS)
 - Future in Mind (NHS)
 - Lego Therapy (CIAT)
 - Quick as Qwerty (LSS)
 - CAMHS Mental Health Training
 - Understanding SEND for Pupils with EAL. (Wakefield LA Ethnic Minority Team)
 - Positive Handling (Team Team) (Wakefield LA)
 - Epipen Use/Asthma (School Nursing)

Priorities for 2018-2021

Target	Strategy	Lead	Timescale	Success Criteria
Audit of pupil needs and staff CPD to be planned.	Review the specific need for pupils living with a disability in terms of daily living skills and relationships.	SLT All staff	Ongoing	Teachers are aware of relevant issues and can ensure all pupils have equality of access to life preparation learning.
Classrooms are organised to promote the participation and independence of all pupils.	Review lay out of furniture and classroom equipment to support learning.	All staff	Ongoing	Lessons start on time without the need to make adjustments, to accommodate the needs of individuals.
Provide specialist play equipment.	Enable disabled pupils to enjoy play which would otherwise be inaccessible to them.	SENCO SLT	Ongoing	Disabled pupils have active, inclusive playtimes.
Appropriate use of IT equipment to benefit individual pupils and staff.	Provide specialised appropriate IT resources to meet pupil need, for example, iPad apps purchased to improve access to curriculum for pupils with reading/writing difficulties.	SLT ICT Lead	Ongoing	Increased access to the curriculum
All extracurricular activities are planned to ensure the participation of all pupils.	Review extracurricular activities to ensure compliance with legislation. Provide leaders of extracurricular activities with a copy of relevant Learner Profiles.	SLT SENCO PE Lead	Ongoing	All extracurricular activities are accessible to disabled pupils

Improving Access to the Physical Environment

We aim to improve access to the physical environment of the school, adding specialist facilities, as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Our Current Position – May 2018

We believe that we have made good progress in the following areas:

- Ramped access, with hand rails, to school via Early Years Classroom; school entrance also accommodates full access to the ground floor.
- Accessible toilet facilities available in school.
- Space for small group work and individual work for targeted learners.
- A physical environment that is safe and welcoming.
- Handrails on outdoor stairs.
- Coloured edges of outdoor steps.
- Provision of writing slopes, pencil grips, coloured overlays, soft-touch scissors etc as appropriate.
- Physical aids purchased for classroom use – e.g. wobble cushions, fidget pencils etc.
- Clear markings on pedestrian crossing, within the car park, to ensure a safer entrance to school. Signage in place on car park gates too.
- Visitor and parent access to the Staff Car Park, upon authorisation by school.
- Care Plans and Personal Emergency Evacuation Plans (PEEPS) are in place for required children and staff.
- Risk Assessments, as required, for children and staff, as required, including behavioural needs.

Priorities for 2018-2021

Target	Strategy	Lead	Timescale	Success Criteria
To continue to monitor equipment and resources in school to accommodate pupils with physical disabilities.	Be aware if any equipment is not accessible and purchase new or modify as necessary.	SENCO SLT	Ongoing	No pupil will be restricted or limited in access to play equipment.

Improving Access to Written Information

We aim to improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Our Current Position – May 2018

We believe that we have made good progress in the following areas:

- Class Visual timetables are displayed throughout school, including one to one visual timetables for identified students, as required.
- Newsletters for parents are delivered by email to enable parents to enlarge the font as desired, as well as download and view on a computer screen; paper copies are available on request.
- School documentation, including policies and curriculum information are available on the school website to enable parents to enlarge the font as desired, as well as download and view on a computer screen; paper copies are available on request. Our website also includes the 'Google Translate' option for visitors who speak English as an additional language.
- All information from Parent Information Evenings (Phonics, Curriculum Meetings etc) is placed on the website.
- The Accessibility Plan is placed on the website.
- Coloured overlays and tinted exercise books to support children with visual stress; modified large print is also requested for statutory tests and assessments, if required.

Priorities for 2018-2021

Target	Strategy	Lead	Timescale	Success Criteria
Availability of written material in alternative formats, including large text for the visually impaired, if requested.	The school will make itself aware of the services available for converting written information into alternative formats.	Office Staff SLT SENCO	As requested	Improved delivery of information to disabled pupils.
Make school newsletters or other information for parents available in alternative formats, including large text for the visually impaired, if requested	Review current school publications and promote alternative formats.	Office Staff SLT SENCO	As requested	Improved delivery of school information to parents.

P Millard (SENDCO)
L Welsh (Head of School)

May 2018

Accessibility Plan Audit 2018 - 2021					
Date	Item	Aspect	Activity	Timescale	Cost
September 2017	External KS2 Steps	Physical	After a review of a PEEP, the KS2 steps were painted with yellow strips as part of an evacuation plan.	Completed - September 2017	Part of Premises SLA.
November 2017	Modified Large Print – KS2 SATs	Curriculum	Modified Large Print was ordered for a pupil sitting the KS2 SATs in May 2018, as part of the Access Arrangements process.	Test order – November 2018 Test delivery and date of test – May 2018	n/a
May 2018	Car Park Signs	Physical	To ensure authorised parents only access the school car park for disabled access, various signs were designed and installed to the car park gates; this was also part of a safeguarding strategy.	Site visit – April 2018 Installed and completed – May 2018	£115