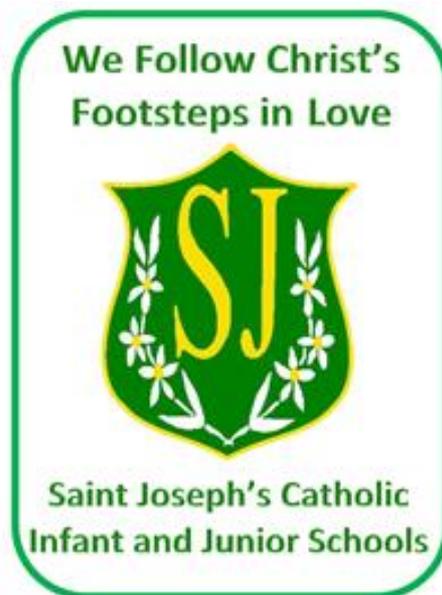


ST. JOSEPH'S CATHOLIC INFANT & JUNIOR SCHOOLS

Disability Access Plan & Policy

(Including Identification of Barriers to Access)



Updated: November 2018
Next review date: November 2019
Miss K Gaynor

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

As per the Brent Accessibility strategy (<https://www.brent.gov.uk/media/16404931/brent-accessibility-strategy-2016.pdf>) we regularly audit our provision and amend our plan as appropriate.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Saint Joseph's Catholic Infant and Junior Schools will address the priorities identified in the plan. The plan is valid

Next review date: November 2019

1. Vision and values

Saint Joseph's Catholic Infant & Junior Schools have high expectations for pupils and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. In planning and teaching the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils. We pride ourselves on being a fully inclusive school, and do our very best to ensure all children can access our whole curriculum including off site visits.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Information from pupil data and school audit

SEND Information

- Both schools currently have an average of 20% of pupils on the SEND register with varied needs. The Special Educational Needs of these pupils varies widely with each cohort having individual specific areas of need.

Building - Size of Spaces

- Space for quiet work and small group work is available, but this is limited. Each year group has a support area which can be used. Again this is fully accessible with wide doors and being all on one floor.

Emergency Procedures

- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly points are on the playgrounds (in both schools). Both schools do also have a visual strobe fire alarm in some areas.

Inclusivity

- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens. There is a register of children with medical needs.
- Photographs of children with specific medical needs or allergies are displayed in the medical room and in an designated area of each class room (sensitively for the children so not all the children can see). Information relating to these children is also passed on to lunch-time supervisors and in classrooms in order to inform visiting teachers.
- Epi-pens and inhalers are always taken on visits / trips out of school as well as being included in the risk assessments. Staff trained in first aid and the use of epi-pens, always accompany trips and are responsible for these children.

Further site audits are included below.

4. The main priorities in the school's plan

Ensuring disabled pupils continue to participate fully in all areas of the curriculum.

- Audit the representation of disabled people in books and teaching materials and increase if necessary.
- Identify areas where SEND pupils are underrepresented or underachieving. Continue the provision of inclusive sports.
- Ensure high quality teaching for all to improve SEND pupils' access to the curriculum, including strategies that are sensitive and responsive to pupil diversity.
- Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability / medical issues.
- Access ICT support in the form of individual laptops and associated programs to support learning, where appropriate.
- Audit new parents and children to identify any needs.
- Assess options for residential trips and day visits to ensure all children can attend and participate fully.

Improving the physical environment of the school to increase the extent to which all pupils can take advantage of education and associated services

- Visual and tactile signage where appropriate to be installed at pupil level as well as adult level
- Investigate the possibility of installing additional visual strobes linked into the fire alarm
- Review the sounding proofing of one area in the federation.

Improving the delivery of information to SEND/EAL pupils that is provided in writing for pupils and parents/carers

- The school will liaise with LA support services to provide information in simple language, symbols, large print, audiotape or Braille for pupils or prospective pupils who have difficulty with standard forms of printed information where necessary.
- The school will also make information for parents available in a range of different formats should the need arise and be aware of font size and legibility when producing written information.
- Parents and pupils will be consulted to determine preferences during IEP reviews, parent consultations and informal meetings. Home-school books are maintained for regular two-way information where appropriate.

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Target	Objectives <i>State short, medium and long-term objectives</i>	Tasks	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Saint Joseph's Infant and Junior schools offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	<p>Training for specific staff including medical</p> <p>Use of ICT equipment</p>	<p>Audit of CPD needed.</p> <p>Teachers to be given opportunities to watch Outstanding practitioner use ICT in lessons.</p>	Class Teacher SENDCo	March 2019	<p>List of areas staff feel they would like training for.</p> <p>Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.</p>

Aim	Target	Objectives <i>State short, medium and long-term objectives</i>	Tasks	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Access to Curriculum Ensure ICT appropriate for pupils with disabilities. Ensure basic resources are suitable for pupils with visual impairment.</p>	<p>Use of ICT equipment</p>	<p>Review accessibility of ICT (including Ipad & whiteboards) using specialist expertise.</p> <p>Involve pupils in review of hard & software.</p> <p>Prioritise new software to purchase.</p> <p>Train TAs and admin staff on use of Communicate in Print.</p> <p>Review resources especially in maths and science for children with a visual impairment.</p>	<p>Class teachers</p> <p>SENDCo</p> <p>Computing Coordinator</p>	<p>March 2019</p>	<p>Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.</p>

Aim	Target	Objectives <i>State short, medium and long-term objectives</i>	Tasks	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<p>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</p> <p>Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</p>	<p>SENDCo lesson observations and sampling lesson planning.</p> <p>Reasonable adjustments</p> <p>Training in various needs and disabilities</p>	<p>ALL STAFF</p>	<p>On-going 2019</p>	<p>Learning environments in all classes are inclusive for all our children</p>

Aim	Target	Objectives <i>State short, medium and long-term objectives</i>	Tasks	Person responsible	Date to complete actions by	Success criteria
	<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<p>All to participate in school trips</p> <p>All to participate in school residential</p>	<p>Audit participation in extracurricular activities and identify any barriers.</p> <p>Ensure school activities are accessible to all students.</p> <p>Investigate TA flexibility to cover extracurricular activities if needed.</p> <p>Governors to identify contingency budget for TA cover for extracurricular activities if needed.</p> <p>Training needed on risk assessments for trips and extracurricular activities.</p>	<p>EVC Coordinator</p> <p>SENDCo</p> <p>SLT</p>	<p>May 2019</p>	<p>Extracurricular activities are suitable for all participants</p>

Aim	Target	Objectives <i>State short, medium and long-term objectives</i>	Tasks	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teachers SENDCo	Nov 2018	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.
	Steps currently have white lines in playground to guide children	To improve the visibility of white lines	Repaint all white lines on playground to help with visibility	SLT	On-going 2019	Yellow lines visible
Improve the delivery of written information to pupils	Currently only some areas have signs.	To improve signage around school including visual clues to aid visually impaired and EAL.	Use widget symbols/children drawn symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	SLT SENDCo	March 2019	Signs to be used around school to identify the use of individual rooms.

Aim	Target	Objectives <i>State short, medium and long-term objectives</i>	Tasks	Person responsible	Date to complete actions by	Success criteria
	Staff are welcoming and happy to invite parents and visitors into school	Improve communication at the front door	<p>Create pamphlets which are available at the front desk to direct parents and visitors to local support networks e.g. child trust</p> <p>Have a TV welcoming parents and visitors with LIVE twitter feed and interesting events displayed. Include BBC news feed</p> <p>Have school prospectus available in different languages.</p>	<p>SENDCo</p> <p>Lead Practitioners</p>	Feb 2019	Pamphlets on display TV up and working Prospectus translated.

6: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has one set of steps areas leading from the Junior school to the Infant school playgrounds outside the buildings.	<p>No further action can be taken; the area cannot accommodate lifts/the area is too steep for a ramp. There are alternative routes from upper playground in the junior school to the lower playground in the Infant school.</p> <p>Ensure routes down to Infant school to Junior school is clear and assessable for wheelchairs and mobility impaired children/adults.</p>	Site manager	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuver	Corridors to be tidy and free from obstructions	All school staff	Jan 2019
Signage	Sinage has been put up in most areas, need to be reviewed and updated across school.	<p>Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC.</p> <p>To be designed and positioned to inform those with visual impairment and wheelchair users.</p>	SENDCo	March 2019
Fire alarms	Currently auditory alarm in place strobe alarms in some areas, may	Visual fire alarms to be installed in new areas of the school and possible updating of	Site manager / SLT /Governors	Ongoing to 2019

	need updating	old strobe lights for alarms		
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	Continue to check doors are in good working order and accessible.	Site manager SLT	Ongoing to 2019
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	Ongoing to 2019

7. Monitoring arrangements

This document will be reviewed every 3 years, but will be updated annually.

It will be approved by the governing board of Saint Joseph's Catholic Infant and Junior Schools.