



St Joseph's Catholic Middle School

Accessibility Plan



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

Part of the Bishop Wilkinson Catholic Education Trust
Company Registration Number 07890590

Signed by Chair	M Dotchin
Statutory Policy	Yes
Required on Website	Yes
Review Period	December 22
Next Review Date	December 23
Reviewed by	N Wood

1. Introduction

The aims of the policy are underpinned by The Equality Act 2010, which defines disability as a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The aim of this Accessibility Plan is to demonstrate St Joseph's Catholic School's commitment to:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide;
- Improve the availability of accessible information to disabled pupils.

Physical or mental impairments can include:

- Learning difficulties;
- Physical difficulties;
- Sensory difficulties;
- Long-term medical difficulties;
- Speech, language and communication difficulties;
- Emotional and behavioural difficulties;
- Mental health difficulties.

2. Action Plan

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

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to Complete Actions by	Success Criteria
<p>Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural</p>	<p>The school encourages high aspirations from pupils with regard to their learning and sets high expectations for all pupils regardless of any disabilities.</p> <p>The school assesses the needs of every disabled individual upon entry through a robust audit and, based on that assessment, takes reasonable steps to avoid putting disabled pupils at a disadvantage.</p> <p>Subject leaders and class teachers differentiate the curriculum, where</p>	<p>All staff are enabled to best support pupils with a disability and fully understand their individual needs.</p>	<p>Personalised CPD for teachers to include how to support children with a range SEND, ensuring their needs are met (E.g. Dyslexia/ASC/ Physical disabilities)</p> <p>Meetings with SENDCO and external agencies to discuss and understand children's individual needs.</p> <p>Planned transitions and sharing of information for children with disabilities.</p> <p>Regular</p>	<p>LDo</p> <p>LDo/Est</p> <p>LDo/Est</p> <p>LDO/Est</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Our school's curriculum can be accessed by all children including all those with a recognised disability. This ensures that all pupils achieve their full potential.</p>

<p>activities or school visits;</p>	<p>possible, to ensure that all pupils irrelevant of disability have access to a broad and balanced offer.</p> <p>All pupils with a disability have an IEP (Individual Education Plan) outlining their needs which is shared with parents.</p> <p>Target setting considers the individual starting point of learners and their individual needs which in turn enables goals to be aspirational and attainable</p>		<p>assessments in place to monitor the progress children are making and use to identify appropriate intervention and support.</p>			
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The school will set suitable learning challenges for all pupils and provide good quality provision for diverse learning needs.

Teachers will plan the pace of lessons carefully to ensure all pupils have opportunities to learn e.g. allowing for the additional time needed by pupils using lip reading.

The school will continue to work toward a flexible curriculum that will meet diverse needs and, thereby, ensure that differentiation occurs within the curriculum for the vast majority of pupils.

An individual student's prior attainment will be used to select curriculum content from the appropriate key stage (as stated in the SEN code of practice 6.19) , e.g.those students who have a reading age significantly below that of their chronological age follow bespoke

intervention package in literacy.

Teachers will provide a flexible approach to planning the curriculum (using the QCA's 'Teaching, Planning and Assessing the Curriculum for Pupils with Learning Difficulties' as guidance) for all pupils but particularly those who have gaps in their learning e.g. pupils with long-term medical conditions. (SEN code of practice 6.17-6.21).

The school will continue to work toward the incorporation of IEP's as an integral part of curriculum planning as a means of identifying barriers to learning and providing additional and/or different support.

SEN review procedures will be used to inform the school with regard to the type of support needed and who will provide it for students with impairments e.g. sign language or other first language interpreters when necessary.

The school will provide access to ICT appropriate pupils with disabilities and will ensure where possible alternative activities will be provided to enable disabled pupils make progress in music, physical education, science and design technology.

The school will continue to work toward providing effective support for pupils who need help with communication, language and literacy e.g. using visual and written materials in different formats including large print, symbol text and Braille.

The school will continue to improve the delivery of materials and formats in order to assist pupils with learning impairments ensuring that where needed the full range of support services are utilised when needed.

Student's behaviour will be managed through the use of reasonable adjustment, where appropriate, in order to encourage students to value and respect each other while encouraging and teaching independent working skills.

Aim	Current Good	Objectives	Actions to be taken	Person	Date to	Success Criteria
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	Practice			Responsible	Complete Actions by	
<p>Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services the school provides.*</p>	<p>The school assesses the physical needs of every student and, based on that assessment, takes reasonable steps to ensure that students can access their lessons. For example, the choice of room into which a class is timetabled will take into account the physical capabilities of the pupils.</p>	<p>All disabled pupils can be safely evacuated from the school building. The school is fully aware of the access needs of pupils with a disability.</p>	<p>Personal Emergency Evacuation Plans (PEEP) created for children with identified difficulties.</p>	LDo	Easter 23	<p>Personal Emergency Evacuation Plans (PEEP) will be in place for children with identified difficulties.</p>
	<p>Intimate care plans in place where needed.</p>	<p>Ensure all classrooms are set up to best support children with hearing impairments and visual impairments.</p>	<p>Site plans to form part of children's personalised learning plans when required. Advice given for ways to best set up classrooms. Monitoring of classroom set up.</p>	LDo / Est	Ongoing	<p>Access plans are completed as part of children's personalised learning plans when required. All classrooms are set up to best support children with hearing impairments and visual impairments</p>
	<p>The school has disabled facilities available, including parking, toilets and showers.</p>	<p>The school will continue to improve, where possible, the layout of areas including all academic, sporting, play social facilities; classrooms, assembly hall, canteen, library, playgrounds in order to allow access for all pupils.</p>	<p>Monthly site walkarounds conducted by Facilities Lead to identify any remedial works</p>	AME/ WRo / FMa	Ongoing	
			<p>Budget process involves</p>			

		Ramps, disabled toilets, disabled parking bays...	discussions with Learning Support to identify any building modifications for the following academic year			
Improve the availability of accessible information to disabled pupils.	Written information is adapted for children with visual impairments as advised by the HI/VI Team.	Where possible the school will improve lighting, non-visual guides and décor or signage in order to assist disabled pupils in and around the building and site with visual impairment, autism or epilepsy.	Improve signage across site	A Me	Ongoing	
	Coloured paper, overlays and screen backgrounds are available.	The school will where possible take steps to reduce background noise for hearing-impaired pupils.	Support pupils/parents to access school materials remotely.	LDo/ ESt	Ongoing	
	Meetings offered to parents to discuss any reports that they may require support with.	The school will (in line with its Health and Safety policy) ensure that emergency and	Translation of key documents into languages prevalent in school.	AMe	Ongoing	

		evacuation systems are setup to inform all pupils.				
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- Due to the design of the school access to many of the classrooms is by a short set of stairs which is not wheelchair friendly. The design also makes modification to the access to those rooms prohibitively expensive.

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