

**St Joseph’s School and Nursery**

**Accessibility Plan**

**2015-2018**

**St Joseph’s School and Nursery Accessibility Plan 2015-2018**

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**1. Introduction**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

1. He or she has a physical or mental impairment, and
2. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. It is also listed within the ISI Handbook for the Inspection of Schools (Sept 2015). The Plan must be reviewed every three years and approved by the Board of Trustees. The review process can be delegated to a committee, an individual or the Head. At St Joseph’s School and Nursery, the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by Board of Trustees. The current Plan will be appended to this document.

At St Joseph’s School and Nursery we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) This Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and Trustees of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality

Objectives, and will similarly be published on the school website. We understand that the

Local Authority and/or ISI will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) St Joseph’s School and Nursery is committed to providing an environment that enables full curriculum access that values and includes all pupils, 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 developing a culture of inclusion, support and awareness within the school.

4) This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

* Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally,prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their 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 schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
* Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
* Improve and maintain access to the **physical environment** of the

school, adding specialist facilities as necessary – this covers improvements (where possible) to the physical environment of the school and physical aids to access education within a reasonable timeframe;

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

6) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

* + Behaviour Management Policy
  + Curriculum Policy
  + Equal Opportunities Policy
  + Health & Safety Policy
  + Equality Plan
  + School Prospectus
  + School Improvement Plan
  + Special Educational Needs Policy
  + Staff Development Policy

7) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Board of Trustees. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

1. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Trustees’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
2. The Accessibility Plan will be published on the school website.
3. The Accessibility Plan will be monitored by the Board of Trustees
4. The school will work in partnership with the Local Authority and the ISI in developing and implementing this Accessibility Plan.
5. The Accessibility Plan may be monitored during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher

Approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair of Trustees

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Aims and Objectives**

**Our Aims are:**

* + **Increase access to the curriculum for pupils with a disability (including those with special educational needs),**
  + **Improve the delivery of written information to pupils,**
  + **Improve and maintain access to the physical environment**

Our objectives are detailed in the Action Plan below

**3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of the induction process.

**Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, the provision of personal care and the presence or lack of role models or images of disabled people.

**Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are also many parts of the school building to which disabled pupils have limited or no access.

**Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

**4. Access Audit**

The school is a 5 storey building with narrow corridors and limited access points from outside. Nursery areas are all on the ground floor which door access to all rooms. The hall is on the ground floor and is accessible to all. There is a goods lift in the school unsuitable for use by staff and pupils.

There is no on-site car parking for staff and visitors.

Ramps have been fitted where possible and if permissible by the City Council.. Requests for an access ramp from the street have been declined by the City Council Limited disabled access for wheelchair users is available to the rear of the property through the Gym. There is one disabled toilet facilities available, in the Nursery.

The school has internal emergency signage and escape routes are clearly marked.

Personal Emergency Evacuation Plans (PEEPs) are written and discussed with individuals and named helpers.

**5. Management, coordination and implementation**

* We will consult with experts when new situations regarding pupils with disabilities are experienced.
* The Board of Trustees and Senior Leadership Team will work closely with the Local Authority and the Diocese.

1. **Access to the curriculum**

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| **Targets** | **Strategies** | **Timescale** | **Responsibility** | **Success Criteria** |
| **Ensure support staff have specific training on disability issues** | **Identify training needs at regular meetings** | **September 2015 and then ongoing** | **SENCO / Headteacher** | **Raised confidence of support staff** |
| **Ensure all staff (teaching & non teaching) are aware of disabled children’s curriculum access** | **Set up a system of IAP’s for disabled children when appropriate.**  **Share information with all agencies involved with each child** | **In place September 2015** | **SENCO** | **All staff are aware of individual’s needs** |
| **All school visits and trips need to be accessible to all pupils** | **Ensure venues and means of transport are vetted for suitability.**  **Develop guidance on making trips accessible** | **September 2015 and then ongoing** | **EVC / SENCO** | **All pupils are able to access all school trips and take part in a range of activities** |
| **Review PE curriculum to ensure PE is accessible to all pupils** | **Review PE curriculum to include disability sports** | **September 2015 and then ongoing** | **SENCO & PE co-ordinator** | **All pupils have access to PE and are able to excel. Child’s T.A. will be there all the time** |
| **Review curriculum areas and planning to include disability issues** | **Include specific reference to disability equality in all curriculum reviews** | **September 2015 and then ongoing** | **SENCO & Headteacher** | **Gradual introduction of disability issues into all curriculum areas** |
| **Ensure disabled children can take part equally in lunchtime and after school activities** | **Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.** | **As required** | **SENCO** | **Disabled children feel able to participate equally in out of school activities.**  **Disabled lift to access Out of School Club.** |
| **Develop links with a special school (eg Foxwood, Dawn House etc)** | **Work towards Identifying a local school and consider sharing INSET opportunities. Existing link with deaf and blind schools in local area** | **September 2015 and then ongoing** | **SENCO / Headteacher** | **Increased understanding of the opportunities available to the children** |

1. **Access to the Physical Environment**

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| **Targets** | **Strategies** | **Timescale** | **Responsibility** | **Success Criteria** |
| **To be aware of the access needs of disabled children, staff, Trustees and parents and carers**  **Ensure the school staff & Trustees are aware of access issues** | **a) where possible to create access plans for individual disabled children as part of the IEP process.**  **b) to ensure staff and Trustees can access areas of school used meetings**  **c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.**  **d) circulate information to relevant staff on Access to Work scheme**  **e) Staff to share SENCO passport information with volunteers and support staff to ensure continuity of care for the children** | **As required**  **Ongoing process**  **Passports for children with specific access issues to be in place by AutumnT2 (if required)** | **SENCO / classteacher / LEIS**  **Headteacher**  **Headteacher / H&S committee SENCO** | **IEP’s are in place for disabled pupils, and all staff are aware of pupils’ needs. SENCO passports in place for all SEN children**  **All staff & Trustees are confident that their needs are met. Lifts available to staffroom.**  **Continuously monitored to ensure any new needs arising are met.**  **Parents have full access to all accessible areas of school**  **Access to Work Information in Staff Handbook and on staffroom notice board.**  **Volunteers are aware of needs of SEN children at all times** |
| **Ensure everyone has access to reception area (only from rear of school/Gym)** | **a) ensure that nothing is preventing wheelchair access**  **b) check the outer door is wide enough for a wheelchair**  **c) provision of appropriate seating** | **Daily check to ensure the area in clear of obstructions** | **Site Supervisor / Health & Safety Committee/ HT**  **H&S Committee**  **Headteacher** | **Disabled parents / carers / visitors feel welcome.**  **Visitors can sit down if waiting for reception.** |
| **Maintain safe access for visually impaired people** | **Check condition of paint on step edges regularly**  **Check exterior lighting is working on a regular basis**  **Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child** | **Ongoing checks**  **As required** | **Site Supervisor / Health & Safety Committee**  **SENCO/Site Supervisor** | **Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Light to be fitted near front door.**  **Child knows where equipment ends** |
| **Ensure all disabled people can be safely evacuated** | **a) Ensure there is a personal emergency evacuation plan for all disabled staff and pupils.**  **b)Ensure all staff are aware of their responsibilities in evacuation**  **c)If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps** | **September 2015 and then ongoing** | **SENCO**  **Headteacher to remind staff**  **SENCO/Headteacher to remind staff to use a more appropriate classroom if this situation arises** | **All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children / stafwho would need help in the event of an evacuation.**  **Disabled people in wheelchairs can be evacuated quickly and easily** |
| **Provide radio mics and receivers to support pupils with a hearing impairment** | **Take advice from LEIS on appropriate equipment if this becomes necessary** | **As required** | **Headteacher** | **All children have access to the curriculum** |
| **In so far as the building allows, ensure there are enough fire exits around school that are suitable for people with a disability** | **Ensure staff are aware of need to keep fire exits clear.** | **Daily** | **All staff/Headteacher** | **All disabled personnel and pupils have safe independent exits from school** |

1. **Access to information**

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| **Targets** | **Strategies** | **Timescale** | **Responsibility** | **Success Criteria** |
| **Signage around school to be in other languages** | **Plans for a welcome sign in reception – need to decide which languages to use.** | **September 2015 and then ongoing** | **Headteacher / SENCO** | **ALL People feel they are welcome in school** |
| **Inclusive discussion of access to information in all parent/teacher annual meetings** | **Ask parents about preferred formats for accessing information eg braille, other languages**  **Translation Tool to be added to website to allow multi-lingual access** | **September 2015 and then annually thereafter**  **Autumn T2** | **SENCO / Headteacher**  **ICT support** | **Staff more aware of preferred methods of communication, and parents feel included.**  **School website will become accessible to all** |
| **Help dyslexic children or those with other special education needs** | **Provided different colours of paper and overlays**  **Access to keyboards and computers**  **Use of voice recognition technology**  **Support in class** | **September 2015 and then ongoing** | **SENCO / Headteacher**  **ICT support** | **Children able to better access and respond to information as evidenced in work produced and through discussion** |