



## ST JOSEPH'S CATHOLIC PRIMARY SCHOOL ACCESSIBILITY POLICY

### MISSION STATEMENT

At St Joseph's we share a vision that together we are the architects of the future, building lives on the firm foundations of the gospel.

Inspired by Christian values we aim to provide love and security within a curriculum designed to meet the complex needs of all individuals, in order to prepare them to take their place in the ever changing world of today and tomorrow.

The values and language of the UN Convention on the Rights of the Child are central to our ethos.

### 1. INTRODUCTION

- a. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:
  - i. not to treat disabled pupils less favourably for a reason related to their disability;
  - ii. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
  - iii. to plan to increase access to education for disabled pupils.
- b. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
  - i. increasing the extent to which disabled pupils can participate in the school curriculum;



- ii. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
  - iii. improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- c. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

In addition under the DDA, the school also has a legal responsibility not to discriminate against any job applicant or employee because of their disability and to make "reasonable adjustment" to working conditions or the workplace to overcome the practical effects of a disability.

## **2. THE PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN**

- a. Through our approach to Equal Opportunities, which encompasses the five key aims of 'Every Child Matters,' we will:
- i. Ensure respect for the rights of each individual/group
  - ii. Encourage care for all members of the school community as well as the local, wider and global communities
  - iii. Adopt approaches that facilitate fair access to the range of curriculum activities/ development opportunities for all pupils/staff
  - iv. Develop the abilities/skills of every member of the school community to their full potential
  - v. Encourage understanding and positive appreciation of our culturally diverse and globally enriched society
  - vi. Ensure the right of all people to work/learn in a safe, secure and supportive environment
  - vii. Develop/encourage positive working relationships and co-operation between all members of the school community
  - viii. Facilitate the equitable and fair application of all school procedures and approaches for each individual/group



- ix. Eliminate any practices which indirectly/directly limit/reduce/deny opportunities and/or discriminate against people (employees, pupils, parents, governors, prospective employees etc.).

b. Equal Opportunities Aims for Disability Equality

- i. To encourage an ethos in which all people are equally respected and valued
- ii. To promote positive role models to emphasise the contributions and achievements of disabled persons within society
- iii. To challenge/discuss issues relating to stereotypical assumptions about disability that arise in the curriculum
- iv. To ensure all school procedures/approaches and aspects of administration/ organisation allow fair treatment of disabled persons at St Joseph's - To avoid assumptions which could restrict the level of integration/participation of disabled people into school life
- v. To make appropriate modifications in our approach to the curriculum to facilitate the involvement of disabled pupils and education appropriate to need
- vi. To seek/maximise opportunities to provide/improve facilities to cater for the particular needs and access (given the particular characteristics of the buildings) of disabled persons

### 3. SCHOOL AUDIT

At the beginning of the school year, the school will conduct an audit of its employees and pupils in order to:-

- Identify employees and pupils with disabilities
- Determine the scope of these disabilities and in particular areas where the individual is disadvantaged within the school because of these disabilities



For each individual identified with a disability the school will conduct an individual assessment to determine what reasonable actions can be taken in order to improve the individuals participation in the school's activities – for pupils this is usually the responsibility of the SENCo.

In addition to the individual review, the school will also review the activities of disabled children as a group in order to understand:

- The profile of disabled pupils coming into the school and those that may not have been admitted to the school up until now.
- Areas of the curriculum to which disabled pupils may have limited or no access at the moment.
- Participation of disabled pupils in off-site activities.
- The physical environment of the school in particular identifying any parts of the school to which disabled pupils have limited or no access at the moment.
- Outcomes for disabled pupils including:-
  - A detailed analysis of outcomes data, Teacher Assessments, QCA and end of Key Stage results.
  - Information showing how well disabled pupils are accessing the curriculum eg. Lesson observations in different areas of the curriculum.
  - Achievements in extra- curricular activities.

#### **4. THE MAIN PRIORITIES IN THE SCHOOL'S PLAN**

- a. Increasing the extent to which disabled pupils can participate in the school curriculum

The climate for learning at St Joseph's' Primary School is based on a firm commitment to maximise the inclusion and participation of all children in the full range of curricular and extra curricular learning opportunities available at our school. Through these opportunities we aim to ensure all children make as much progress as possible in all aspects of learning. The school provides all pupils with a broad, balanced and relevant curriculum, differentiated and adjusted to meet the needs of the individual pupils and their preferred learning styles:

- setting suitable learning challenges and targets.
- responding to pupils' diverse needs.
- overcoming potential barriers to learning.

Of key importance in our promotion of an inclusive climate for learning is:



- i. The creation of an ethos which promotes and celebrates the achievements of all and values each child as an individual with unique talents and gifts
- ii. An awareness amongst staff and children of the dangers of stereotyping and the importance of avoiding unfair assumptions about ability to access. The school will seek to promote disabled role models and include disability issues in the curriculum and increase the range of supportive resources.
- iii. Partnership with parents – providing advice, information and support relating to the individual learning requirements of their children
- iv. Advice from specialist support agencies to implement specific strategies to support individual children
- v. Assessment of need, to inform planning for all curricular/extra curricular and school activities and ensure provision of appropriate support to maximise participation and progress in learning
- vi. The provision of appropriate materials and resources - Provision and use of appropriate formats and methods to access information
- vii. The provision of a broad and balanced range of activities, adapted to cater for needs and allowing all children to develop skills in relation to particular interests and talents
- viii. Flexibility of organisation regarding learning styles/stimuli and groupings for learning
- ix. The provision of appropriate support systems
- x. Adaptation of the school/classroom environment and layout to cater for needs
- xi. Allocation of/access to extra support to help with particular physical/ sensory needs
- xii. Peer support – use of buddies to provide friendship groups and support for children. Any bullying or harassment that occurs will be addressed. SEAL materials will be used to raise awareness of the issues to be addressed.

Disabled pupils need access to not only the 'formal' 'taught' curriculum of the school, but also to activities before/during/beyond the school day, for example:

- i. Sport – provision of support and organisation to facilitate participation



**b. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

At St Joseph's Primary School, we take seriously our responsibility to improve the physical environment and resources in school to accommodate the needs of all members of our current school community. Where developments are being made to the environment and facilities, opportunities will be taken, wherever possible, to incorporate features which enhance our capacity to support the needs of disabled pupils, who in the future might choose to come to St Joseph's School.

**c. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

Information for disabled pupils - provided in writing for pupils who are not disabled - might include: handouts, timetables, worksheets, specific notices, advanced information about school events.

Improving the delivery of information might include: making information available: in Braille, in large print, in simplified language, on audio-tape, on video-tape, through sign language, using a symbol system and the use of the Soundfield system in the Foundation Stage and Key Stage 1.

Identifying the appropriate format will take account of:

- i. pupils' specific needs - access to information may be improved for particular groups of pupils by particular approaches, e.g. ensuring multi sensory stimuli are used to introduce learning and facilitate main teaching points, access to information in simplified language (pupils with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems eg visual timetables)
- ii. preferences expressed by pupils or their parents.



It reduces repeated efforts at a later stage if a consideration of different formats is built into the design of information produced for pupils.

## **5. MAKING IT HAPPEN**

- a. Management, Coordination and Implementation
  - i. The Headteacher, in consultation with the SENCO is responsible for the day to day management and monitoring of access arrangements for all children within the school.
  - ii. All staff have a responsibility to ensure all children access as fully and as equitably as possible all opportunities for learning at St Joseph's Primary School.
  - iii. When developments to learning/teaching approaches are being considered, the needs of all children/members of the school community, in line with the principles outlined in our Equal Opportunities Policy, must feature and be reflected in proposals for development.
  - iv. Governors at the school will review the plan on a yearly basis in line with our disability equality aims, as well as receiving regular up-date information through the Headteacher's Report to Governors.  
Governors will build in modifications to the school environment as a regular feature of facilities development plans being considered.
- b. Priorities for 2015-2018:
  - i. Developing Outdoor Learning and providing ease of access to facilities.
  - ii. Continuing to ensure information provided, approaches to learning and teaching reflect and cater for the needs of all children (particularly focusing on ASD/ADHD and specific learning difficulties) – this will

Learning to love, loving to learn.



impact on the planning, delivery and assessment of learning as well as school/professional development activities (On-going: All Staff)

## **6. GETTING HOLD OF THE SCHOOL'S PLAN**

The Accessibility plan is available from the school.

**POLICY REVIEW TERM:** ANNUAL

**Policy reviewed:** September 2017

**Next review:** September 2018