

St. Joseph's Catholic Primary School, Oxford

"Let us protect with love all that God has given us"

(Pope Francis 19.03.2013)

St Joseph's School Accessibility Plan 2017 - 2020



St Joseph's Catholic Primary School is an inclusive school committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability. We strive to ensure that disabled people are not treated less favourably in any procedures, practices or service delivery. Through our inclusive practice we aim to create a learning environment where we demonstrate our belief that educational inclusion is about equal opportunities for all learners. St Joseph's Catholic Primary School recognises that 'disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole'.

St Joseph's Catholic Primary is fortunate in that the design of the school buildings means that:

- all classrooms are on the ground floor;
- the front and a back entrance have ramps,
- all public-access rooms, toilets, library, and hall are on the ground floor and, once in the building, no steps;
- it includes a disabled wash room

What do we understand by 'disability'?

'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities'

The Disability Equality Scheme sets out the ways in which St Joseph's Catholic Primary School will meet its general and specific duties.

- **We believe that, as children of God, all children, young people and staff have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.**

St Joseph's Catholic Primary School endorses the Inclusion definition that says:

- **Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.**

The Purpose of Plan

This plan aims to demonstrate how St Joseph's Catholic Primary School intends, over time to increase the accessibility of our school for disabled children, staff, parents/carers and visitors.

Our school

The school has children with a range of disabilities which include moderate and specific learning disabilities, Autism, ADHD and emotional difficulties. We have a pupil with a hearing impairment and a pupil who is wheelchair dependant.

Information on pupils is gathered from a variety of sources including :

- medical information;
- SEN register;
- Questionnaires;
- School Performance Data;
- School admissions data;
- attendance data;
- school council discussion and minutes;
- data related to participation in extra-curricular and residential visits;
- views and aspirations of children and their parents are sought during our inclusive Annual Reviews;
- good links with parents through regular parent consultations and an "open door" policy;
- consulting staff regularly through staff meetings and, INSET and informally;
- Meetings of Governors especially Curriculum and Premises and Safety Committees.

The Purpose of Plan

This plan aims to demonstrate how St Joseph's Catholic primary School intends, over time to increase the accessibility of our school for disabled children, staff, parents/carers and visitors

The three key areas for the Access Plan are:

- Increasing access for disabled pupils to the school curriculum (this 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)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils, using formats which give pupils better access to information. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Action plan 2017-2020

Action 1: Increasing the extent to which disabled pupils can participate fully in the curriculum

At St Joseph's we believe that all pupils should be enabled and encouraged to participate fully in the life of the school. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. Teachers at St Joseph's plan and deliver outstanding lessons. Planning is differentiated to take into account individual/group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas. All teachers and teaching assistants have the regular and relevant training to enable them to teach and support pupils with a variety of disabilities.

It is a core value of the school that all children are enabled to participate fully in learning and demonstrate our Catholic values in school and the wider community. All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
Ensure the school curriculum is fully accessible to all pupils including those with a disability.	<p>Audit school population (pupils/parents/staff) to identify those with a disability and specific needs in order to identify those who may need additional or different provision.</p> <p>Set up a system of individual access plans for disabled pupils when required. Ensure all staff are aware of disabled children's curriculum access.</p> <p>Increase confidence of all</p>	<p>Winter 17/18</p> <p>Autumn 2017 and ongoing adaptations as required.</p>	SENCO/ Headteacher	<p>Disability and medical records are up to date for current school population and parents and appropriate provision and adjustments are in place where necessary.</p> <p>All staff aware of individuals needs and plans as appropriate.</p> <p>Raised staff confidence in strategies for differentiation and increased pupil</p>

	<p>staff in differentiating the curriculum through relevant CPD and specialist input</p> <p>Ensure classroom support staff have specific training on disability issues</p> <p>Make sure necessary software is installed where needed and appropriate training given. Use ICT software to support learning</p>	<p>Ongoing and as required.</p> <p>Training programme to be devised annually.</p>		<p>participation and progress. Lesson observations demonstrate improved skills in using a range of strategies to support children's needs. Wider use of SEN resources in classrooms</p>
<p>Disabled pupils are encouraged and supported to attend after school activities, school trips and play times.</p>	<p>Carry out audit of clubs attended, trips and visits by disabled pupils. Involvement in school community and wider school life (School Council etc.) Designated TAs are used to support an individual's SEND needs (after school clubs, playtimes)</p>	<p>Autumn 2017</p>	<p>SENCO</p> <p>All staff</p>	<p>Disabled pupils attend a variety of after school clubs and play an important role in the school community. Children with disabilities access school trips, special events and are supported at play times. Disabled pupils feel safe and well supported as an active member of school life.</p>

Action 2: Improving the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We continually review resourced provision in light of needs. To meet individual, specific needs, provision will be adapted based on assessment, advice and guidance of health and other professionals.

In order to ensure that the school is fully accessible we continue to consult with specialist teachers, advisors and professionals when considering the purchase of specialist equipment or investment in structural changes.

Target / Aim	Actions	Time scale	Responsibility	Success Criteria / Outcomes
<p>To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.</p>	<p>To create access plans for individual disabled pupils as part of the SEN Profile process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>The school to consider the needs of pupils, staff and</p>	<p>Beginning of the academic year.</p> <p>Ongoing.</p>	<p>SENCO/ Headteacher</p>	<p>All staff, parents, pupils and governors feel confident their needs are met at school.</p> <p>Parents have full access to all school activities.</p> <p>All pupils</p>

<p>To ensure that the physical and visual environment is engaging, informative and suitable for all</p> <p>Ensure all pupils can be safely evacuated in the event of a fire or other emergencies.</p>	<p>visitors with physical difficulties and sensory impairments when planning improvements. Displays and signs are clear following guidelines for a Dyslexia friendly school and use visuals to support communication</p> <p>Playground, step, fire exit signs and markings need to be clear and regularly refreshed.</p> <p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils who require this.</p>	<p>Ongoing.</p> <p>Beginning of the academic year.</p>	<p>SENCO/ Site Manager</p>	<p>All disabled/SEN pupils and staff working alongside them are safe in the event of a fire. All fire drills are successful and children are evacuated efficiently</p> <p>PEEPS written and clearly displayed in classrooms</p>
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Action 3: Improving access to information for disabled pupils/parents

As a school we plan to make written information available to pupils, parents and staff with disabilities in a way that makes it accessible to them. The school identifies agencies and sources of materials and resources in order to be able to make the provision when required. The schools ICT infrastructure enables us to access a range of materials supportive to need. Staff share information with pupils with disabilities and/or SEN in a variety of ways including, face to face discussion, simplified and modified language, use of symbols, pictures or signs.

In planning to make written information available the school will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target / Aim	Actions	Time-scale	Responsibility	Success Criteria / Outcomes
<p>Review information to parents/carers to ensure it is accessible.</p>	<p>Provide information and letters in clear print and clear, simplified English.</p>	<p>Ongoing</p>	<p>School Office/ all staff</p>	<p>All parents receive information in a form that they can access.</p>
	<p>Meetings with parents include a mixture of communication methods.</p>	<p>Ongoing</p>	<p>School Office</p>	<p>All parents receive the necessary support in completing forms and accessing information.</p>
	<p>Increase the variety of ways parents can access communication from school e.g. Parent Pay, email</p>	<p>Beginning of academic year</p>	<p>Headteacher/ Website manager</p>	<p>All parents understand what are the headlines of the school information</p>
		<p>Ongoing</p>	<p>Headteacher/ Website manager</p>	

Annual review information to be as accessible as possible	Develop child friendly Profile review formats	Autumn term	SENCO	Staff are more aware of pupils preferred method of communications and use these in class
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Plan agreed: November 17

Plan Review: November 20

Lead member of staff: Mrs Bekka Spooner