Accessibility Plan

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Aims of the Accessibility Plan

Statement of intent

St. Joseph's School is fully committed to ensure the accessibility of all children, parents and carers, staff and visitors including students on placements. Inclusion of all children and places children's health and well-being, learning and development at the centre of everything we do. We value the individuality of all children and take account of pupils' varied life experiences and needs. We are determined to create a safe school environment where children are encouraged to take risks and develop independence. We offer a broad and balanced curriculum, are committed to providing opportunities for children to achieve and have high expectations of all our children and staff at St. Joseph's School.

This plan outlines how **St Joseph's Catholic Primary School** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Headteacher and other relevant members of staff.
- Governors.
- External partners.

The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

School admissions

Admissions to St. Joseph's School, Dinnington are dealt with by Rotherham LA, (please refer to the school admission policy on the website). St. Joseph's prides itself on being an inclusive school. We have a legal and moral duty to make reasonable adjustments to meet the needs of pupils with disabilities and would always endeavour to do so. We always look at children's needs on an individual basis and where appropriate, would seek advice from external agencies for example the EHCP Team and school governors to support informed decisions.

Building Accessibility

St. Joseph's School, Dinnington is a single storey building with a main school building and separate purpose built Early Years Foundation Stage unit. The school is fully fenced and entry to the building is through pedestrian gates which are opened at set times of the day. There is an intercom system for parents and carers requiring access to the building when the gates are closed during the school day. School has a staff carpark with an allocated disabled parking staff (next to a pedestrian gate outside the main office reception area).

Children with EHCP's travelling to school by taxi will be driven into the school carpark and enter school via the main reception area, where they will be greeted by a known staff member. All paths around the building are wide enough for wheelchair access and ramps have been fitted outside some KS2 doors to enable entry and exit from the Year 5 and Year 6 classrooms.

Early Year Foundation Stage Unit

The most direct entry route to the nursery and reception classes would be via the main school pedestrian gate. The EYFS building door is externally fob locked and requires a member of staff to open this internally. The high safety door release button and additional cloakroom door prevents children from leaving the building unnoticed. All EYFS doors are wheelchair accessible and walking aid friendly, with children's play areas spaced appropriately to enable access to each of the different areas of learning. The recently renovated outdoor area (to include a new climbing frame) is all on one level, with different flooring used to support the children's safe play, for example some of the area is grassed and there is also a soft surface. The EYFS building has private children's and staff toilets as well as a children's changing area. A sensory room has recently been added to the EYFS classroom to create a quiet calm space.

Key Stage One

The most direct entry route to KS1 would be via the school pedestrian gate on the left of the caretaker's bungalow. The Year 1 and Year 2 doors are accessible via the playground (flat floor entrance) and require a member of staff to open them internally. KS1 doors have a high handle and addition turn lock. Classroom doors are wide enough for wheelchair access and classrooms are designed to create spacious areas to enable full accessibility to all areas. All classroom doors have safety finger trap shields and are wide enough for wheelchair use. There are girls' and boys' children's toilets outside the classrooms in the corridor and a disabled toilet, with a handrail which can be accessed next to the Headteacher's office. There is an additional classroom in KS1 used to support academic and nurture-based interventions.

Key Stage Two

The most direct entry route to Lower KS2 (Years Three and Four) would be via the school pedestrian gate on the left of the caretaker's bungalow and Upper KS2 (Years Five and Six) via the main school pedestrian gate on the left of the caretaker's bungalow. Entry to classrooms is from the playground (flat floor entrance for LKS2 and ramp railed areas UKS2). All classroom doors are accessible by wheelchair users and further adaptations could be made to the classroom layouts as required to meet adults or children's individual needs. KS2 classrooms have a spacious book area and seating for children to enjoy reading for pleasure. There are separate girls and boys KS2 toilets and a separate staff and disabled toilet. Some of the upper KS2 children are given permission to access the disabled toilet to provide additional privacy as and when needed. Parents and carers are encouraged to talk to KS2 teachers if they feel that this is needed for their child and individual care plans will be created.

Lunch arrangements

At lunchtimes all KS1 and KS2 children eat their lunch in the dinner hall. They select their own food choices, with adult assistance, from the serving counter and then sit with their friends to enjoy lunch. Some of the EYFS children may eat as a group within the early years' classroom supported by a member of staff. Some children, choose to wear ear defenders to support their sensory needs and staff support children to eat using a knife and fork. Positive interaction with peers is modelled and expectations and good table manners are shared by lunch time supervisors and members of the senior leadership team who often eat lunch with the children.

Main school building

At the same school building parents, carers, children, and visitors will be greeted by a member of staff. There is a signing in system with an adjustable screen for wheelchair uses. The corridors around school are wheelchair friendly and all doors are accessible via fob entry. The Headteacher has an open door policy and encourages all children and adults to speak to her. We have recently renovated the school library and added new cosy seating areas for wonderful story time experiences. The school has a large private meeting room where parents, carers and staff can talk confidentiality and meetings can be held with external agencies. All classrooms in school have been painted white and have neutral colour hessian backed display boards. Within each class the children have a class visual timetable and individual children may have bespoke individual timetables on their desks as well as other support materials for example, a five-point scale or stay safe at school rules. Some children may also have an I am okay and I need help cards to support their emotional regulation and support their learning.

Evacuation Procedure

The 'Emergency Plan' lays down basic procedures for the safe, efficient evacuation of the school buildings. These procedures will be followed by all members of staff, parents, carers, visitors, and children including children with specific needs. Staff will ensure that all children are safely out of the school building, exiting via the nearest or safest fire door. All staff are aware of children in their class on the SEND register and understand their responsibilities regarding safe evacuation. School undertakes regular fire drill practices to assess safety procedures and review risk assessments and safety plans as needed for individual children.

Information for Parents and Carers

Parents and carers are routinely involved in reviewing provision for their child in meetings with their child's class teacher and when appropriate school SENDCo. Children are encouraged to share their thoughts about school and are included in the target setting and review process. Letters are emailed to parents and shared via arbor, large print format materials or other alternatives (language translation/coloured paper) would be made available if requested.

The School Curriculum

Intent

At St Joseph's Catholic Primary School, our curriculum is designed to build happy, confident, lifelong learners that are ambitious, resilient and not afraid to try new things.

We build upon prior learning through themes that are planned and delivered to create curiosity, awe and wonder as well as provide many opportunities to get involved with a wide range of life experiences. With high expectations, nurture and high-quality teaching, we shape the children to be good citizens that leave with the skills required for the wider world. We encourage children to enquire, self-reflect, and make connections in order to give them the confidence to make decisions, try new things and enhance their cultural capital.

At St Joseph's school leaders and teachers have explored each subject carefully and taken time to consider the agreed end points, how learning should be sequenced for in order to create the best chances for all our pupils to learn effectively. The most important knowledge has been carefully selected and consideration has been given as to how we will ensure pupils will know more and remember more. All learning tasks are carefully adapted in all subjects to take into account the children's starting points, SEND learning needs, most effective strategies to support the children and planned teaching and learning outcomes.

Implementation

We aim to provide a broad and balanced curriculum which also promotes the spiritual, moral, cultural, mental and physical development of every child. Our curriculum is planned according to the statutory guidance for the Early Years Foundation Stage and National Curriculum. The curriculum is implemented through themes mainly in a cross- curricular approach however, main maths lessons and some skills will be taught discretely in order to reach mastery and not weaken the depth of teaching to make links to topics. Our belief is that learning should begin with curiosity or a question allowing time for children's thinking and freedom to act according to their ideas. Children will go on an educational visit or have a professional come into school at least every term in order for children to experience a wide variety of learning environments and hook their learning. For example, children at St Joseph's go on archaeological digs, participate in Stone Age tribal skills day, enter space domes, travel back in time, hunt for escaped dinosaurs, visit the theatre and meet all kinds of creatures during their time with us. At certain points throughout the year, children will experience Enterprise Weeks that develop their knowledge of the wider world, money and business in order to build their cultural capital. All lessons are carefully monitored through teacher assessment, pupil engagement, behaviour and subject knowledge and understanding. This target tracking and outcome monitoring of Quality First Teaching could indicate a need for further action and interventions are planned for individual and groups.

Impact

Our children will be able to discuss their learning with good level of knowledge using subject specific, technical vocabulary across all subjects. By the time they leave school a vast majority have sustained mastery with some greater depth. Summative assessments as well as standard tests will help us monitor children's development of mastery however Teacher's Assessment will be the main evidence of academic attainment. These teacher assessments will also be used to generate children's SEND monitoring plans which assess progression over time and support next steps in learning through an ongoing plan, do review process.

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Notes
Effective communication and engagement with parents.	School website review provide to ensure it provides useful information, current policies and school practice, contacts for accessing support for example; the Local Offer and Parent support information.	Headteacher SENDCO & ICT Manager	Short term	
	All class teachers to ensure at least termly reviewed SEND Graduated Response (APDR) Monitoring Plans are shared with their children's parents.	Headteacher/ SLT/SENDCO & Teachers	Medium Term Plan	Headteacher/SENDCO to monitor information sharing process in school.
	Parents voice and comments recorded by all teachers on all children's SEND monitoring plans.	Headteacher/ SLT/SENDCO & Teachers	Medium Term Plan	Headteacher/SENDCO to monitor information sharing process in school.
	A minimum of two parents meetings a year. All parents/carers to be invited and offered attendance either online or in person. SEND plans shared with parents/carers at these meetings. Alternative appointments made for parents/carers unable to attend.	Headteacher/ SLT/SENDCO & Teachers	Long Term	Headteacher/SENDCO to monitor information sharing process in school.
	Letters and messages and emails sent via Arbor to all SEND parents	Office, HT, SLT, SENDCO, CT's	Long Term	
	Parents and carers to receive at the start of every academic year information about how to request, (if needed) school information to be shared in different formats, for example larger print.	Office, HT, SLT	Long Term	Headteacher/SENDCO to monitor information sharing process in school.

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Notes

Early Years to have a quiet sensory space.	EYFS staff to reflect on the visit to a different early years setting and the sensory room provision and create a quiet, calm and sensory space for children to access. Children to use the room accessing this independently when needed to self-sooth and as intervention and direct work with individuals.	EYFS staff/ Headteacher/ SENDCO	Short term Medium term review-changes and adaptations	Headteacher & SENDCO to reflect on the effectiveness of the implementation of the provision and adaptations made following reviews.
Key Stage 1 to have a quiet sensory space.	KS1 sensory area already in place, created and used by ELSA trained TA for a calm, quiet nurturing space and targeted SEMH interventions. SLT to monitor space, targeted interventions and T & L outcomes.	ELSA TA/ Headteacher/ SENDCO	Short term	
Key Stage 2 to have a quiet sensory space.	A sensory room to be built in KS2 and the caretakers cleaning cupboard relocated in school. Work to start December 22 and completed ready for the room to be used in Spring Term 1. ASPIRE Outreach and other external visitors to work with identified children in a purposeful built area.	Headteacher/ SENDCO	Short term Medium term review-changes and adaptations	

This plan is reviewed **annually** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment and areas need assessing for suitability. Longer term plans will be created for example for the new KS2 sensory room following initial implementation and a room of the room.