



St. Joseph's R.C. Primary
part of
St. Hilda's Catholic Academy Trust
Disability Equality Scheme
And Accessibility Plan
2016-2019



Contents		Page
Section 1	Introduction <ul style="list-style-type: none">• The Equality Act 2010	3
Section 2	Definitions and Duties <ul style="list-style-type: none">• The Equality Act 2010	5
Section 3	Mission and Statement of Intent	9
Section 4	Accessibility at St. Joseph's School	10
Section 5	Involvement	12
Section 6	Management, Coordination and Implementation	12
	Action Plan 2016 – 2019	14

Section 1 Introduction

The Equality Act 2010

St. Joseph's School conforms to the requirements of The Equality Act 2010, which came into force on 1 October 2010. The Equality Act replaced all existing equality legislation, including the Disability Discrimination Act (DDA).

The publication of an Accessibility Plan is a statutory requirement for schools. The plan should aim to:

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

St. Joseph's School is committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students irrespective of special need or disability.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The plan must be renewed every three years. The current time frame is 2016-2019

Section 2 Definitions and Duties

Schools' duties around accessibility for disabled pupils:

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

OFSTED inspections may include a school's accessibility plan as part of their review.

Section 3 Mission Statement

Jesus gave a new commandment, "Love one another as I have loved you" John 13:34

As part of God's family at Saint Joseph's School we believe that the life and light of Jesus is present in each and every one of us. And so, we will live the **Good News** as Jesus showed us. In doing so we grow in love recognising and respecting that we are all special, celebrating our uniqueness, *learning* together, *caring* for and *servi*ng one another.

And so we are:

A Celebrating School

Celebrating the uniqueness of every individual and recognising the talents they bring to our school.

A Learning School

Using the gifts and talents given to us by God for the good of ourselves and for others.

A Caring School

Offering the hand of friendship to those we meet every day.

A Serving School

Giving of ourselves to help those in the local community and wider world.

In this way we will *grow* together as Gospel people following Jesus' commandment.

Statement of Intent

Our vision is to be a fully inclusive school offering all who work and learn here the best possible opportunity for nurturing, learning and self-development. The school believes in the uniqueness of each individual and our aim is to regard every pupil as gifted and talented in some way. All of the staff in the school work unstintingly to develop the potential of each child to the full. St Joseph's RC School's commitment to equal opportunities is driven by the National Curriculum Inclusion statement.

The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs and ensures children have an increasing access to quality teaching and learning in school and support for learning outside normal school hours.
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.
- makes all children feel welcome irrespective of race, colour, creed or impairment.
- maintains a secure and developing process of self-evaluation establishing a cycle of school development and improvement drawn from the analysis of performance data and through consultation and discussion with primary stakeholders.
- seeks to secure strong and effective learning teams, which will enable higher level learning for all children and staff.
- employs the latest technologies available in supporting its teaching and learning, administration and access for all stakeholders
- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.

Section 4 Accessibility at St. Joseph's School

St. Joseph's School will ensure that all staff and governors are aware of the implications of the Equality Act 2010 and, through training and development opportunities, embed the good practice across all aspects of school life.

During the previous Accessibility Plan, St. Joseph's School tried hard to achieve its vision and a number of the successful outcomes are listed below:

- Visual timetables are used in a number of classes (information)
- Ensuring disabled access to specific classrooms enabling wheelchair users to have access to all resources.
- Specific medical training for epipen, asthma, epilepsy and diabetes.
- Annual review of EHCP in consultation with parents, outside agencies and the local authority.
- Response to plans eg, purchasing recommended resources with sensory impairment.
- Additional staff have been employed to provide enhanced inclusion for all pupils including those with EAL

At St. Joseph's School we try to ensure that every child has the best opportunity to achieve. We make 'reasonable adjustments' to our practices and policies to meet the requirements of the Act. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

On 'access to the curriculum,' we have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning. Cornerstones Curriculum is modified to ensure that all pupils including those with disabilities can access the curriculum. This is a rolling programme of improvements that is leading to holistic embedding of the principles.

On 'physical environment,' we have done what we are able to within the resources available. The last audit in our school identified a range of issues with differing levels of importance. We have a desire to improve the environment in a way that promotes inclusion for all pupils and will continue to do so subject to resources being available.

On 'information,' we have tried to use a range of formats to meet differing needs. Visual signs are used in appropriate places for all pupils, and particularly for those who need visual cues to help them. We are aware of services to produce alternative formats if necessary.

We will use our information systems to monitor our progress as a school and the progress of disabled children within the school to ensure that we are helping all children achieve.

Section 5 Involvement

Where need is identified either by the school, or through self-identification by parents or children, then channels of discussion are opened to ensure that procedures and practices are put in place to give maximum access to the school's physical and learning environment, and the curriculum, so that no child or adult is discriminated against. To ensure needs continue to be met in future we aim to consult regularly with stakeholders

The Headteacher's report to Governors informs the LMB of provision for pupils with disabilities

Pupil progress meetings and SEN monitoring closely tracks all pupils.

School undertakes access audits with individual parents and carers to meet their individual needs.

Medical staff meet with all staff to provide relevant training.

Children with additional needs that are not on the SEN register are monitored closely by the SENCo and SLT.

Extracurricular opportunities are provided for all children and we ensure that they are all encouraged to take part. This can mean adapting clubs accordingly.

Parents and carers of pupils with disabilities proactively work in partnership with school staff to ensure the needs of the children are well met.

Section 6 Management, Coordination and Implementation

Key personnel:

- Head teacher
- Deputy Head teacher
- SENCo
- Governor raising achievement Committee

- Governor Finance and Resources Committee

Associate personnel: Policy and Action Support

- Class teachers
- Teaching Assistants
- Parent Support Adviser
- Office and Administrative Staff
- Lunchtime Supervisory Staff

Monitoring

Monitoring of all children in school takes place in the Finance and Resources & Raising Achievement Committee. Particular monitoring of children who have disability is also undertaken to ensure maximum level of access and involvement.

Our disabled pupils are all identified within our Special Educational Needs register and their educational provision is led by Mrs Boyne- Cross SENCo. Pupils who are not on the SEN register but who have additional medical needs are identified and monitored separately.

Mrs Boyne-Cross meets each term with individual class teachers to monitor the progress of these pupils, consider their needs and adapt the curriculum accordingly.

Mrs Duffield (school governor) meets with the school SENCo to monitor and evaluate school practice.

All relevant school policies inform our action plan and are reviewed annually.

Parents and carers are actively encouraged to share any immediate concerns with school and a formal review of progress are shared each term.

ST JOSEPH'S SCHOOL: Action Plan 2016 – 2019

Strand 1: Increasing the extent to which disabled pupils can participate in the school curriculum				
Focus for Improvement:	Specific Action:	Staff responsible:	Cost/Budget:	Success Criteria:
A planned approach to increasing access to different areas of the curriculum over the time of the plan,	<ul style="list-style-type: none"> • Ensure that all pupils have equality of access to the curriculum. • Seek expert advice to support all with disabilities. • Adapt the curriculum wherever necessary as part of pupils IEP. 	Class teachers SENco CT / SENco		<ul style="list-style-type: none"> • All pupils having full access to the curriculum, enjoying learning and making appropriate progress. • Staff aware of access needs and making relevant adaptations.
To ensure quality first teaching meets the needs of all children.	<ul style="list-style-type: none"> • Focused teacher planning informed by assessment of individual pupil needs. • Effective differentiation • Intervention and consolidation provided promptly where necessary 	CT CT CT / TA		<ul style="list-style-type: none"> • Outstanding teaching differentiated accordingly across the school. • All pupils making appropriate progress. • Human resources targeted effectively
A phased review of policies to line up with the school improvement plan, building on existing work	<ul style="list-style-type: none"> • As Subject Leaders review policies to be mindful of DDA and access issues. • Introduce access as strand for all policies. 	Subject Leaders SLT		<ul style="list-style-type: none"> • Staff have a clear understanding of needs of pupils with disabilities. • School policies match practice in school.
A phased review of the roles and responsibilities of staff	<ul style="list-style-type: none"> • Ensure key members of staff are fully trained in the administration of medication when dealing with pupils with specific needs • Ensure all staff receive appropriate training and updates for children with additional needs 	All staff SENCo SLT		<ul style="list-style-type: none"> • Staff have clear understanding of pupils with additional needs. • Staff are able to deal with the needs of individual pupils

Strand 2: Improving the physical environment				
Focus for Improvement	Specific Action:	Staff responsible:	Cost/Budget:	Success Criteria:
Current and planned building work. Plan access into the programme	Replace KS1 wooden doors with aluminium doors with disability access.	LMB and SLT	£	<ul style="list-style-type: none"> Wheelchair access to school building complementing access across school and all key stages
Consider the whole school grounds and other provision used by the school	Nursery garden safety surface for playground equipment to be replaced to reduce risk of tripping and allow disabled access. Educational visits adapted and risk assessments carried out before trips taking into account pupils with additional needs.	LMB and SLT		<ul style="list-style-type: none"> All activities adapted to ensure that disabled pupils have equal access. All surfaces and flooring to be safe for access by all pupils. A safe external environment for all pupils
Consider ASD or dyslexia friendly classrooms	Visual timetables are displayed in class. Other specialist resources are available for pupils to use following advice from specialist agencies and reports. Specific one to one interventions for dyslexic children eg; and Toe by Toe	SLT, CT	£300	<ul style="list-style-type: none"> Readily available resources to support pupil needs. All pupils make appropriate progress
Strand 3: Accessibility of information for disabled pupils.				
Focus for Improvement	Specific Action:	Staff responsible:	Estimated Cost/Budget:	Success Criteria:
Typical info to consider <ul style="list-style-type: none"> homework time-tables worksheets teacher marking and feedback notices tests 	Use of laptop to record writing. Advice from VI service to provide appropriate resources Sloped boards to support writing Pencil grips Teaching assistant and teachers to support responses to written feedback. Access arrangements for statutory assessment	SLT, CT	£1000 approx	<ul style="list-style-type: none"> ICT resource supporting disabled pupils as necessary. Disabled pupils progress tracked effectively. All pupils making at least expected progress. Support provided according to need.

	for children with SEN/additional needs.			
Consider info for parents (not a plan requirement)	<p>The school website and Twitter feed provides a visual record of the inclusion of all pupils in a variety of curricular and extracurricular activities.</p> <p>Personal login details for maths homework and spelling resources</p> <p>To ensure that we have future access to translation service should the need arise. This would be both oral and written communication.</p> <p>staff trained in Makaton sign language to support hearing impaired parents</p>	SLT, IT Lead CT		<ul style="list-style-type: none"> • Easily accessible information readily available for all parents. • Achievements and participation of all pupils shared and celebrated.