



St Joseph's Catholic Primary School

Accessibility Plan

2024 – 2026

Agreed by Governing Board on *pending*

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'.

Area 1: Accessing The Curriculum					
Time Scale	Targets	Strategies	Outcomes	People Involved/Responsibilities	Actions and Reviews
Immediate and ongoing	To ensure accessibility materials are available for Hearing Impaired children	Ensure seating position in classroom allows curriculum access. Pre-teaching as necessary for students to access the curriculum	All children, whether Hearing Impaired or not, can assess all information within their curriculum. Children with hearing need have an appropriate placement in classroom and technology to access the curriculum.	Classroom teacher Support Staff SENDCO	
	To ensure accessibility materials are available for Visually Impaired (VI) children and	Ensure all staff are able to use photocopier to enlarge texts. Print on non white paper.	All children, can assess all information within their curriculum. Children with VI have appropriately large print materials	Classroom teacher Support Staff SENDCO	

	children with dyslexia	Maintain Dyslexia friendly classrooms across the school	and equipment to enable them to access all subjects.		
September 2024	<p>To ensure that children with ADHD, ASD and sensory needs have adjustments that enable them to access the curriculum.</p> <p>Ensure that teaching and learning is monitored by all subject leaders as part of the review process to ensure that there is:</p> <p>A – clear and effective adaptation for children with SEND needs</p> <p>B – involvement by all children in all parts of the lesson</p> <p>C – resources, including ICT, are appropriate to the</p>	<p>IEP</p> <p>Kick bands</p> <p>Sensory breaks</p> <p>Additional TA support</p> <p>Work stations</p> <p>Meet and greet</p> <p>Transition meetings for receiving teachers</p> <p>Subject leader for PE to monitor participation of children with SEND needs</p> <p>Headteacher to consider the needs of SEND children during school trips and whether the trip is suitable</p>	The curriculum and enrichment curriculum offers are fully inclusive	Classroom teacher Support Staff SENDCO EVC coordinator	

	<p>needs of all children</p> <p>Monitor involvement of SEN/Disabled pupils in extra-curricular activities with a view of encouraging involvement and removing access barriers</p> <p>To ensure that curriculum enrichment activities – including trips – are planned in advance and are fully inclusive for all children</p>				
December 2024	To improve curriculum ICT access for all pupils with disabilities. To set up laptops so that the keyboards will enable pupils with disabilities to work effectively.	Refresh and update ICT equipment. Agreed resources will be implemented in line with pupil's needs.	All pupils with disabilities overcome this barrier to their learning. Pupils will have a range of options for how they want to complete written	SENDCO Pupil's class teacher Consideration of succession planning for when the pupils moves to the next class.	

	Allow typing for pupils who have significant difficulty with handwriting.		tasks (write or type).		
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Area 2: Physical Environment					
Time Scale	Targets	Strategies	Outcomes	People Involved/Responsibilities	Actions and Reviews
September 2024	Ensure vision strips are in places at different height levels for all to ensure safe passage around school.	Identify areas of hazard Place vision strip in these areas	All can move safely around the building		Caretaker SENDCO Head Teacher
September 2024	Ensure all people with a disability can be safely evacuated.	Ensure there is a personal emergency evacuation plan for all pupils with a disability Ensure all staff are aware of their responsibilities in evacuation. Support staff to support pupils' evacuation during	All pupils and staff with disabilities are safe in the event of a fire. There is constant supervision for pupils with disabilities who need help in the event of an evacuation. All wheelchair users can be	All staff SENDCO Class Teachers Teaching Assistants	Health and Safety Committee

		<p>evacuation. If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps.</p> <p>Consider access needs during recruitment processes.</p>	<p>evacuated quickly, easily and safely.</p>		
When needed	<p>The school is aware of the access needs of pupils, staff, governors, parent/carers and visitors with disabilities.</p>	<p>To create access plans for individual disabled pupils as part of the Support Plan process (when required).</p> <p>All staff are aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process.</p>	<p>Support Plans in place for pupils with disabilities and all staff are aware of pupil's needs.</p> <p>All staff and governors feel confident that their needs are met.</p> <p>Parent/carers have full access to school activities.</p> <p>Access issues do not influence recruitment and retention</p>	<p>All staff SENDCO Class Teachers Teaching Assistants</p>	
Spring 2025	<p>Wheelchair ramps are available to allow easy movement around</p>	<p>Install ramps</p>	<p>Ease of movement around school</p>	<p>Health and Safety Committee</p>	

	school and on and off the playground				
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Area 3: Access To Information					
Time Scale	Targets	Strategies	Outcomes	People Involved/Responsibilities	Actions and Reviews
December 2024	To improve the non-fixed signage around the school with particular regard to a visual/pictorial format for the benefit of those with communication difficulties/EAL.	Review all current non-fixed signage and evaluate its accessibility. Renew signage which is easily interpreted.	Any person who enters the school with communication difficulties or EAL will find information easier to access.	Caretaker Head Teacher	
	To ensure website is fully compliant with 2010 Equality Act. Photo explanations of text. Appropriate use of colour, video and audio.	Gain feedback about the website from external agencies. Work with the website designer to make necessary changes.	Website is seen as an example to others. Website is fully accessible and compliant. Website can be accessed on a range of devices.	SENDCO Website provider	
	To undertake a full review of all	Monitor current provision and	Improvements in the quality,	Head Teacher SENDCO	

	methods of communication to parents, pupils and other agencies.	gather views from the wider community.	consistency and accessibility of all forms of communication with pupils, parents and other agencies.	Admin team	
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