



'Together we will do our best for Jesus'

1. The Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school¹ and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Equality Objectives (required from April 2012)
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - Asset Management Plan / Suitability Survey
 - School Brochure / Prospectus and Vision Statement
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The School Brochure / Prospectus will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. The Accessibility Plan will be published on the school website.
13. The Accessibility Plan will be monitored through the Governor Curriculum Committee
14. The school will work in partnership with the Local in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Accessibility Plan: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To ensure staff are able to meet the needs of individuals	An audit of staff skills enables staff to be assigned to appropriate	Staff are deployed according to strengths and to meet the needs of individuals (training needs are identified) as a result children identified make good progress.	Ongoing	Use of precision teaching has had a significant effect on pupil progress at KS1
To target support for children with EAL	Develop the role of EAL lead throughout the school. Deploy TA support where needed	To ensure all children with EAL have appropriate intervention and as a result make good progress throughout the school	Autumn 2015	In place. Pupils with EAL make good progress across the school
To develop best usage of learning aids and resources	Develop clear guidelines and train staff in the use of resources to support curriculum access	Pupils able to engage in learning; report to GB annually (e.g. use of resources to support phonics; dyspraxia; dyscalculia; dyslexia	Ongoing	
To ensure access to 'outside physical development' for EYFS	Purchase and put in place soft foam outside tiles to enable pupils with disabilities to move unaided outside	All pupils are able to develop the physical and spatial awareness regardless of disability	Autumn 2016	

Accessibility Plan: Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

St Joseph's Catholic Primary School – Accessibility Plan (April 2015)

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
Yellow / Blue Corridors	Ensure corridors are clear and easy to move around during transition times	Review use of lockers and look to move store cupboard to enable greater access.	Autumn 2015	
Y7 cloakroom	To develop space as a small group break out area to ensure that 1:1 focus groups have a place to work	Remodelling of existing area	Autumn 2015	
Music room	Ensure that stair lift is installed and maintained correctly to ensure access to music room for the disabled, and chair for emergency use (e.g. fire)	Replace chair lift Purchase emergency chair transport in the case of fire	Autumn 2016	£1000
EYFS Toilet	Modify EYFS toilet for use by a disabled child	Assess existing toilet Implement planned conversion / adaptations	Autumn 2016	
Individual child	Purchase a height adjustable chair with appropriate strapping to aid seating stability	Consult with physiotherapist on appropriate product	Autumn 2016	£2000
Outside classroom	Ensure ramped access to mobile classroom.	Ensure construction	Autumn 2016	

Accessibility Plan: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Review the information on school website	Ensure up to date information on the website with an easy to use interface	Website to become a vehicle for sharing information with parents as well as meeting statutory obligations; reducing enquires at the school office.	Summer 2015	New website in place. Website meets DfE guidelines.
Improve the quality of written information for parents with EAL	Review how information is Communicated for parents who have EAL. Target resources to meet individual need. Begin EAL parent drop in coffee afternoon led by TA. Ensure website has 'Google translate'	Parents and children for who EAL have Access to information they need resulting in children making improved progress in their learning and involvement in school activities.	Autumn 2016	
Review communications with parents	Review all means of communication and develop one strategy shared by all classes ensuring a consistent way of working	Parents are aware of upcoming events and have access to information they need.	Autumn 2015	Newsletter in place. Dates for the year set and communicated to parents.