

Saint Josephs Catholic Academy

Member of the Newman Catholic Collegiate



Accessibility Plan

2020-2023

St Joseph's Catholic Academy – Accessibility Plan

Link to School Aims

The mission statement for St Joseph's Catholic Academy is:

“Learning and growing together in faith and friendship.”

To this end the Academy committee and the school will work to make sure all students, staff, parents, and other stakeholders are able to access the physical environment, the curriculum, and information provided by the school.

Legal Framework

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA), the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010.

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Academy committee of St Joseph's Catholic Academy is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

Aim of the plan

The aims of this statement and the Accessibility Plan are to ensure that St Joseph's Catholic Academy continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- 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.
- 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. 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 aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of written and electronic 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 time frame.

Action Plans are attached, relating to these key aspects of accessibility and showing how the School will address the priorities identified. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

St Joseph's Catholic Academy follows guidance from the Equality Act 2010 which states:

"The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect."

Furthermore;

"They **must** not discriminate and they **must** make reasonable adjustments for disabled children and young people."

To ensure that the Equality Act 2010 is implemented across the Academy all policies refer to the above statements.

[Involvement of disabled people in developing a Disability Equality Scheme](#)

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school) with disabilities to form the Action points in our Accessibility Plan. The Accessibility Plan will be available to all stakeholders and the progress made will be reported annually. Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

[Reviewing/Monitoring](#)

The Accessibility Plan will be reviewed annually and monitored through the appropriate committee of the Academy committee. The plan will be fully revised every three years.

Action Plan

1. Increasing the extent to which disabled pupils can participate in the school curriculum

| Target | Strategy /Action | Timeframe | Resources | Person Responsible | Outcome |
|---|--|--|--|--------------------|---|
| To improve staff awareness of disability – keep all staff training up to date and new staff trained to the same standard as existing staff. | Staff meetings and auditing to identify knowledge and train staff on Disability and the Equality Act 2010 | Ongoing | Audit Staff time Training materials | GMG | All staff have the confidence and knowledge to support all children in their care and make reasonable adjustments where necessary and quickly in order to support all children. |
| To increase awareness of disability and its impact on everyday life. | To hold a disability awareness days in line with national awareness events. To involve special schools and invite parents to events when possible. | Annually in line with national events. | Contact with special schools, resources from relevant charities. | GMG | For the culture of the school to be more considerate of the needs of pupils with disabilities and the difficulties that they may encounter. |
| Greater awareness of and confidence in supporting pupils with disabilities in their learning. | Make links to arrange outreach support if required. Training on support. | Immediately when required. | Outreach support where necessary. | GMG | Staff are able to differentiate the curriculum for pupils with disabilities in order to meet the requirements of their needs. |

2. Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

| Target | Strategy /Action | Timeframe | Resources | Person Responsible | Outcome |
|-------------------|--------------------------|------------------------|------------------------------|--------------------|-----------------------------|
| To review current | To liaise with the LA to | As and when necessary. | HT, SENCo, governors, staff, | GMG | Identification and improved |

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| facilities for pupil access within the school environment. | review current facilities within the school environment to improve access for pupils with physical disabilities | | LA (school/parent council) RRSA council | | access for pupils with physical difficulties. |
| Greater awareness of confidence in supporting pupils with disabilities in their learning. | Make links to arrange outreach support if required. Training on support. | As and when required. | Outreach support where necessary. | GMG | Staff are able to differentiate the curriculum for pupils with disabilities in order to meet the requirements of their needs. |
| The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | To create access plans for individual disabled pupils as part of the Pupil Passport process when required. Be aware of staff, governors' and parents' access needs and meet as appropriate Through questions and discussions, find out the access needs of parents and carers. Consider access needs during recruitment process. Ensure staff are aware of | As and when required. | SENCO/Teacher time SLT time | GMG LH | Pupil Passports in place for disabled pupils and all staff aware of pupils' needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues. |

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| | Environment Access Standard. | | | | |
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3. Improving the delivery to disabled parents/pupils of information which is readily accessible to parents/pupils who are not disabled

| Target | Strategy /Action | Timeframe | Resources | Person Responsible | Outcome |
|--|---|-----------------------|--|--------------------|--|
| To ensure that all written communications state that information can be requested in an alternative format | Office staff to continue to use the phrase, "If you require this information in an alternative format please let us know" on all communication. | Ongoing | Office staff time | LP/LW/GMG | To continue to be included on all communications. |
| Provide information in other languages for pupils or prospective pupils on request. | Access to translators, sign language interpreters to be considered and offered if possible when required. | As and when required. | Staff time Translator/interpreter costs | GMG | Provide information in other languages for pupils or prospective pupils. |

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| <u>Policy Written:</u> | Miss Georgina McGough | Date: September 2020 |
| <u>To be reviewed:</u> | Date: September 2022 | |
| <u>To be re-written:</u> | Date: September 2023 | |
| <u>Chair of Academy committee:</u> | Gillian Hodgkinson | Date: |