

St Joseph's College

DISABILITY AND ACCESSIBILITY ACTION PLAN

This plan links with the following policies:

- Anti-Bullying Policy
- Special Educational Needs and Disability Report
- Equal Opportunities Policy & Objectives
- Health and Safety Policy
- Educational Visits and Expeditions Policy
- Behaviour Management Policy
- Complaints Policy
- Supporting pupils with medical conditions policy

Date of Latest Update:	October 2022
Review Date:	October 2023
Policy Available for Staff at:	TEAMS
Policy Available for Parents at:	Website
Headteacher:	Ms M Roberts

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school believes that it must ensure that each and every individual realises their potential in a complete range of educational experiences: academically, socially and spiritually.

We recognise individual needs and differences and respond to them. No pupil should be discriminated against because of any protected characteristic as determined by the Equalities Act 2010.

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • All staff have completed training on adaptive teaching to enable access to the curriculum • The whole school curriculum is ambitious but tailored to individual need • Detailed pupil profiles identify barriers to learning and provide strategies to facilitate access to the curriculum • We use resources tailored to the needs of pupils who require support to access the curriculum • Specialist assessor on site who can identify barriers to learning and access to the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set as part of student individual intervention plans and records. • The curriculum is reviewed to make sure it meets the needs of all pupils • Careful consideration is given to timetabling to ensure access to specialist curriculum resources. • Carefully deployed experienced LSPs facilitate access to content in lessons • Robust systems to ensure access arrangements for internal and external assessments 	<ul style="list-style-type: none"> • Extend provision to meet the needs with SEMH which may cause barriers to accessing the curriculum • To develop tools such as a sensory profile in order to identify barriers to learning for those students with SEMH needs • Develop a pre-emptive response to emotionally based school avoidance • Continued development of adaptive teaching strategies and staff training 	<p>CS / AP / CM / Pastoral team</p> <p>CS / AP / CM</p> <p>CS / AP / CM</p> <p>CS / AP / SLT</p>	<p>July 2023</p> <p>July 2023</p> <p>July 2023</p> <p>July 2023</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Improve access to information	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Radio mic systems • Pictorial or symbolic representations • Multiple information sharing platforms: TEAMS, Satchel One, Parentmail, recorded messages • Multi-sensory information sharing • Internal information screens • Robust systems to ensure access arrangements for internal and external assessments 	<ul style="list-style-type: none"> • Ensure standardised phrasing is added to all correspondence to offer, where possible, alternative access to information / communication • Explore alternative language use for the school's website • Ensure website information can be provided in an alternative format when required 	<p>CS / KW / SLT</p> <p>CS / SG</p> <p>CS / SG</p>	<p>July 2023</p> <p>July 2023</p> <p>July 2023</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SLT and the standards and support governor committee

It will be approved by the SLT and the standards and support governor committee.

