

ST. JOSEPH'S
CATHOLIC PRIMARY SCHOOL



St Joseph's Catholic Primary
School, Banbury
Accessibility Plan

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provide
- Improve the availability of accessible information to pupils with disabilities

St Joseph's 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 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.

St Joseph's School supports any available partnerships to develop and implement the plan.

St Joseph's 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, governors and pupils.

Legislation & 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Ensure access to the curriculum remains possible for pupils as we receive pupils with more complex learning needs and disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<ul style="list-style-type: none"> • Have a fully inclusive school • Ensure all children feel part of their class team and that they belong to our school • Ensure all children can access wider curriculum and extra-curricular events 	<ul style="list-style-type: none"> • Invitations to identified children to clubs and activities • Sensory room development • Audit resources for diversity 	<p>CS/SENCO</p>	<p>July 2022</p>	<p>Sensory room is established and used appropriately by children and staff</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Maintain access to the physical environment	<p>The environment is currently very 'user-friendly':</p> <ul style="list-style-type: none"> • All classrooms at ground level • Corridor width is sufficient to allow a wheelchair if necessary • Disabled parking bays • Disabled toilets and changing facilities • Shower facilities available in EYFS and main office area for children who may experience incontinence • Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • Ensure that developments in the buildings and grounds do not result in loss of access 	Design for re-development of the trim trail to ensure that this remains accessible to all children	CS/MOD	July 2023	Exciting new resources for children which can be enjoyed safely by all
Improve parental engagement in reviewing curriculum and facilities	<p>Our school aims to engage parents through:</p> <ul style="list-style-type: none"> • Regular communications • Open learning sessions in school • Invitations to online learning sessions • Regular surveys 	<ul style="list-style-type: none"> • Increase Parent Voice in understanding how the curriculum and resources can be developed 	<ul style="list-style-type: none"> • Parents to be given a 'voice' at parents evenings 	CS/Governors	March 2023	

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 headteacher.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

Headteacher: Clare Smith

Chair of Governors: Mary Cronin

Date for Review: April 2023