

St. Joseph's R.C. Primary School

Accessibility Plan



Policy Completed By: SMT

Date for Review: Autumn 2022

St. Joseph's Accessibility Plan

Access Regarding the Physical School Environment

At St. Joseph's we have full wheelchair access to all areas of the school site. Where there are single steps on individual floors, these can be overcome using the mobile wheelchair ramp available on these floors. We have toilet facilities for disabled users on two floors. We also have several group rooms should individual space for specific provision be required.

Access Regarding the School Curriculum

The school curriculum will be adapted to meet children's individual needs. Lessons and activities will be differentiated to provide children with access to learning at their appropriately challenging level. All provision, planning, teaching and learning is monitored as detailed in the school's monitoring, SEND and performance management policies.

Individual Access Plans

At St. Joseph's we will make all reasonable adjustments for any individual children or parents already part of our school community or wishing to join it. The process of making these adjustments is outlined below:

- 1) We will hold a meeting with all relevant parties to discuss the individual's needs, e.g. a member of management, the child's parents, etc.

- 2) We will complete an Individual Access Plan (IAP) which will be shared with all relevant parties. This may include details of:
 - physical/electronic aids required
 - adjustments to communication systems
 - measures to ensure maximum participation in all aspects of school life including curricular and extra-curricular activities, Breakfast and After School Clubs and educational visits
 - personalised timetabling - additional time allowed for the completion of tasks
 - class positions/school routes
 - staff training
 - fire drill procedures (1:1 guide)

* Reference will be made to a set of questions when completing the IAP - see appendix 1.

- 3) Actions on the IAP will be implemented within an agreed timescale and this will be passed onto future teachers of the child/parent concerned for regular review alongside the child's provision map.

IAPs are completed for children with temporary disabling injuries such as broken limbs and for children who require adjustments following operations.

We will endeavour to provide access on a general and individual basis within reason. Contact can be made with all school staff via the school office between 8am and 4:30pm during term time. Our office telephone number is 0207 237 4267.

Appendix 1

Questions to consider when completing an Individual Access Plan:

1. Which staff possess the necessary knowledge/experience to support the individual?

2. Is there any staff training required?
3. What adjustments need to be made to ensure the child can participate as fully as is possible in all lessons/activities, including reading, writing, PE, Computing, music, drama, etc. This may need to be considered regularly at different planning times, e.g. each half-term, weekly and daily.
4. How will the curriculum/learning activities need to be differentiated to ensure curriculum access?
5. Are there any physical/electronic aids required? E.g. specialised software and/or equipment
6. Are there any timetable variations to be considered? E.g. more time allowed for the completion of tasks.
7. What adjustments need to be made to positions and routes regarding the classroom, assembly hall, dinner hall, toilets, music and computer rooms? E.g. remove pieces of classroom furniture to create space required.
8. What adjustments need to be made to ensure the child can participate in Breakfast Club, After School Club, extra-curricular activities and educational visits?
9. Do communication systems need to be reviewed and adapted? E.g. signers for meetings, improved signage around school, braille newsletters, translated newsletters.
10. Does the lighting and noise level of certain areas need to be considered and do adjustments need to be made?
11. Is there a need to book the use of group rooms for individual space and provision? E.g. children with sensory needs.

What adjustments need to be made to school routines, e.g. fire drill procedures