

St Joseph's Roman Catholic Primary School
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Accessibility Plan

2018-19

POLICY DETAILS:

Legal Status: Statutory

Adopted: September 2018

Version Date: September 2018

Last Review: September 2017

Next Review: September 2019

Responsible Person: Governing Board

Introduction

This plan was drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002. The school have also taken into account the government's proposals set out in the SEND Green paper March 2011 and the Equality Act 2010.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA).

"A person has a disability if he or she has physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities".

Key Objectives

To reduce and, where possible, eliminate barriers to accessing the curriculum and for pupils to have full participation within the school community.

Principles

Compliance with the DDA and the Equalities Act 2010 is consistent with St Joseph's aims and commitment to equalities and the operation of St Joseph's SEN policy. St Joseph's Roman Catholic Primary School recognises its duty under the DDA (as amended by the SENDA)

- Not to discriminate against disabled pupils in their admissions and provision of education and associated services
- Not to treat disabled people less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

St Joseph's recognises and values parent's knowledge of their child's disability and the effect on his/her ability to carry out routine activities, and respects the parents and child's right to confidentiality.

St Joseph's Roman Catholic Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, which underpins the development of a more inclusive curriculum.

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils

Activity

a) Education and related activities

St Joseph's will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEN inspectors/advisor and of appropriate health professionals from local NHS Trusts.

b) Physical environment

At St Joseph's Roman Catholic Primary School, we will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

c) Provision of information

St Joseph's Roman Catholic Primary School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

St Joseph's Roman Catholic Primary School will continue to work in partnership with outside agencies in order to ensure the best outcomes for all pupils e.g. CAMHS, Early Help, Family Solutions.

Action Plan

See attached Appendix

Linked Policies

This plan will contribute to review and revision of related school policies and documents e.g.

- School Improvement Plan
- Inclusion Policy
- SEN policy
- Equalities policy
- Curriculum policies

APPENDIX

School Accessibility Plan 2018-19
St Joseph's Roman Catholic Primary School

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success
<p><u>Access to Curriculum</u></p> <p>1. <u>Ensure access to computer technology appropriate for pupils with disabilities</u></p>	<p>Purchase appropriate computer technology as required for pupils with disabilities. School staff to be updated on available technology.</p>	<p>As required unless needs of pupils in school require immediate action.</p>		SENCO	Governors	Access to appropriate computer technology will be improved for all disabled pupils.
				Computer Science Co-ordinator	Head	Children with SEND will be able to use iPads to enhance progress in key areas
<p>2. <u>Individuals with SEND</u></p>	<p>Purchase of laptops for children with OT requirements</p>	<p>March 2018</p>		<p>Head</p> <p>SENCo</p>		<p>Children with OT needs will be able to use laptop for one larger writing task per week.</p>

<p><u>Access to Curriculum</u></p> <p><u>3. Reflect identified area of need in lesson planning and delivery.</u></p>	<p>Incorporate Quality First Teaching into all planning.</p>	<p>Ongoing</p>		<p>All Staff</p>	<p>SLT Governors</p>	<p>Improved access to curriculum for all pupils</p>
<p><u>Audio equipment for the hearing impaired</u></p>	<p>One to one teacher training from HI Unit</p> <p>Audio Equipment</p>	<p>Daily Intervention L■■■</p>		<p>Specific teaching assistants/ Teachers</p>	<p>S■■■ H■■■ HI Specialist Class Teacher</p>	
<p><u>Precision teaching for specific children</u></p>	<p>Ongoing programme of staff training in Disability awareness to reflect diverse needs of pupils within the school.</p>			<p>EP Recommended</p>		<p>To achieve individual targets set for precision teaching</p>
<p><u>Read Write Inc Training for all staff</u></p>	<p>Purchase of resources to increase pupil participation</p> <p>E.g. move 'n sit cushions for pupils with ADHD</p>	<p>Ongoing</p>		<p>SENCo / Class Teacher</p>	<p>Specialist Teacher M■■■ Elmarini</p>	<p>All children who are assigned to the programme will be able to identify phonemes, blend words and read independently.</p>
<p><u>SEND Resources £500 budget</u></p>	<p>Fidget resources</p> <p>OT slant boards</p> <p>Social Comm. Programme Alek Kelly</p> <p>Time to Talk</p>	<p>D■■■ S■■■ K■■■</p> <p>Weekly</p>		<p>M■■■</p> <p>Specific Learning Support Assistants</p>	<p>SENCo SALT Therapist</p>	<p>All children identified on professional OT / SALT Report will be allocated physical resources / programme of support</p> <p>Selected children will improve spoken English</p>

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<u>Access to Curriculum</u> <u>3. Prioritise pupil participation in school activities</u>	Promote Pupil awareness of Brent Junior citizenship scheme Local community links with Convent of Jesus and Mary	Ongoing		All Staff Governors Year 6 pupils/staff Year 5 pupils/staff		Increased participation in school life for all pupils with disabilities Pupils to show awareness of rights and responsibilities and good citizenship.
<u>Encourage pupils with SEND to attend after school activities</u>	Ensure school activities are accessible to pupils. Audit after school activities for SEND	Termly		SENCO	Ben Tier	Pupils with SEND will participate in physical and creative after school activities

<p><u>School Policies</u></p> <p><u>Ensure all policies consider the implications of disability and /or access</u></p>	<p>Consider all policies in view of targets 1,2, and 3</p>	<p>Ongoing</p>		<p>Governors</p>	<p>Governors</p>	<p>Access to all aspects of school life for all pupils.</p>
<p><u>Teacher Questionnaire</u></p> <p><u>Sensory profile on each classroom</u></p>	<p>To promote sensory awareness and reduce acoustics</p>	<p>Annually</p>		<p>SENCO Deputy Head teacher</p>		
<p><u>Create sensory room</u></p>	<p>for children to attend for short sensory breaks</p>	<p>Daily</p>		<p>SENCo / Class Teacher/ LSA</p>		<p>Children will increase classroom participation through allowing sensory breaks.</p>
<p><u>Parental and Staff questionnaire to consider individuals needs</u></p>	<p>Whole school to complete questionnaire on disabilities/ equalities</p>	<p>Annually</p>		<p>SENCO Deputy Head teacher</p>		<p>Children and staff with disabilities will be fully included and have the ability to voice their concerns</p>

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p><u>School Buildings</u> <u>Ensure that access to school buildings and site can meet diverse pupil need:</u></p> <p>Disability toilet on ground floor, lift to all levels, SENCo office on ground floor, EYFS outdoor area for physical development / curriculum areas</p>	<p>Accessibility and clarity of signs around school and awareness of independent access</p>	<p>Ongoing</p>		<p>SLT Governors</p>	<p>Governors</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities</p>
<p><u>Classrooms</u></p>	<p>Plan classrooms in accordance with pupil need.</p> <p>Organise resources within the classrooms to reflect pupil need.</p>	<p>Ongoing</p>		<p>SLT Governors</p> <p>Class teachers/ SENCO</p>	<p>Governors</p> <p>Exec Head</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities</p> <p>Move'n' sit cushion Lap/shoulder weights for sensory seeking behaviour</p>

<p><u>Newsletters & Documents</u></p> <p><u>Availability of newsletters and school document in alternative formats.</u></p> <p><u>All staff to be made aware of children/parents with disabilities</u></p>	<p>Large print and audit formats as required.</p> <p>Newsletters, school documents and pupil information online</p> <p>Resources can be given in alternative formats.</p> <p>Translator Teacher of the Deaf Training for staff with pupils</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>	<p>£500 p.a.</p>	<p>SLT Governors</p> <p>B [REDACTED] Studd Education Support Manager</p> <p>SENCO/ Brent deaf and hearing impairment</p>	<p>Governors</p> <p>Exec Head</p> <p>SENCO</p>	<p>Information to pupils with disabilities and parent/carers will be improved via email, text, online</p> <p>Teacher and pupils will be trained on how to manage and check hearing aids</p>
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<p><u>Classrooms</u></p> <p><u>Organise for pupils need</u></p> <p><u>Early Years Own outdoor play area</u></p> <p><u>SEND OUTSIDE AGENCY SPACE FOR PUPIL SUPPORT</u></p>	<p>Plan classrooms in accordance with pupil need.</p> <p>Organise resources within the classrooms/outdoor area to reflect pupil need/participation</p> <p>Provide quiet area within school.</p>	<p>Ongoing Termly allocation of move n sit cushion OT resources etc</p> <p>Direct access to outdoor playground</p> <p>£300</p>		<p>SLT Governors SENCO</p> <p>Class teachers/ SENCO</p> <p>EP SALT OT BOAT</p> <p>K [REDACTED]</p>	<p>Governors</p> <p>Head</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities</p> <p>Children will be able to express themselves in a quiet environment through a range of specialised interventions</p> <p>Social Skills and enhanced groups.</p>
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<p><u>Accessibility to medically trained staff and Equipment</u></p>	<p>Health Care plans for all children with a medical need that requires intervention in school</p> <p>All staff trained on use of Epipens</p>	<p>A■■ / D■■</p> <p>Daily interaction with children</p> <p>School lunches are catered for Type 1 diabetic children</p>	<p>Imperial College London Training carried out in school/ Diabetic Training</p> <p>DAILY</p>	<p>School Nurse Key worker /allocated support worker Deputy Head 15 hours per week medical funding</p> <p>J■■ L■■</p> <p>C■■ / D■■</p>	<p>Specialist Nurse / Associate Head Teacher</p>	<p>All children will have access to the school curriculum regardless of their individual medical needs.</p> <p>All children will be able to eat a healthy school lunch</p>
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<p><u>Children and Families with Autism will have access to BOAT</u></p> <p><u>Parent forum for ASD</u></p>	<p>Specialist will visit school ½ a term and advice on appropriate strategies</p> <p>Termly meetings</p>	<p>Ongoing</p>	<p>Free Service</p> <p>Allocated funding for Resources highlighted/recommended by BOAT OT</p>	<p>Named member from BOAT / CLASS TEACHER /Senco</p> <p>C■■ / D■■</p> <p>S■■ / R■■</p> <p>C■■ /OT</p> <p>SENCO</p> <p>C■■</p> <p>H■■</p> <p>LSAs</p> <p>Class Teachers</p>	<p>SENCO</p>	<p>All children with autism will have access to a balanced curriculum with some adaptations from the advice of BOAT</p> <p>Parents can voice concerns and learn from professionals in management of ASD</p>
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