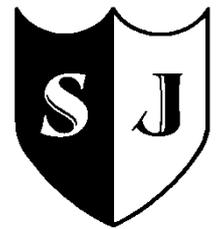


St. Joseph's Catholic Primary School

'Growing in Faith, Faith in Growing'



Purpose of the Plan.

The purpose of this plan is to show how St Joseph's Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability.

A person has a disability if he or she has a 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.

Legal Background.

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled e.g. hand outs, timetables, textbooks and information about school events.

The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

St Joseph's Catholic Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Accessibility Plan 2018

Targets	Strategies	Time frame	Outcomes	Success Criteria
EQUALITY AND INCLUSION				
To ensure that the accessibility Plan becomes an annual item at GB meetings.	Clerk to governors to add to list for GB meetings.	Annually.	Adherence to legislation.	That the accessibility Plan becomes an annual item at GB meetings.
To improve staff awareness of disability issues. Whole school community aware of issues.	Review staff training needs.	On-going.	Provide training for members of the school community as appropriate.	That staff awareness of disability issues is improved.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	On-going.	Policies reflect current legislation.	That all policies consider the implications of disability access.
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	On-going.	Modifications will be made to the school building to improve access.	That, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCo to review the needs of children and provide training for staff as needed.	On-going.	Staff are able to enable all children to access the curriculum.	That staff training continues to enable them to meet the needs of children with a range of SEN

The Current Range of Disabilities within St Joseph's Catholic Primary School.

- The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, and some serious medical conditions. When children enter school with specific disabilities, the school contacts the LA and Outreach Multi Agency professionals for assessments, support and guidance for both school and parents.
- We have children who have asthma and all staff are aware of these children. An asthma register is regularly updated and inhalers are kept in the classrooms and a record of use is noted.
- Staff training in Asthma and Epi-Pen usage is renewed regularly.
- Some children have allergies or food intolerances/cultural food choices - these are accommodated to the best of the catering staff's ability and financial limitations.
- All medical information is collated and available to staff, via the School Office. It is confidentially kept on the school's MIS system and each class teacher is given the medical information for their class pupil. Each teacher is kept abreast of relevant medical records and updates.
- We have competent First Aiders who hold current First Aid certificates; these are regularly renewed.

Agreed at the _____ Governing Body Meeting on: _____

Minute Reference: _____

It will be reviewed again _____

Signed _____ Chair of Governors Date: _____