

St Joseph's Catholic Primary School

Gipsy Lane, Bracknell, Berkshire, RG12 9AP

Tel: (01344) 425246 Fax (01344) 305463



ACCESSIBILITY POLICY AND AUDIT STATUTORY

Adopted by the Governing Body
at its meeting on:

March 2025

Signed:

A handwritten signature in grey ink that reads 'NPhilpott'.

Name:

N. Philpott

Position:

Date:

25.02.2025

Review Date:

Spring 2028

Responsibility:

Curriculum and Standards Committee

'Growing together with Jesus in our hearts, heads and hands.'

ACCESSIBILITY POLICY and AUDIT 2025

MISSION STATEMENT

Growing together with Jesus in our hearts, heads and hands.

POLICY 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.

At St Joseph's Catholic Primary School we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We aim to ensure the accessibility of provision for all pupils, parents, staff and visitors to the school. The achievement of pupils is monitored by a number of factors including disability and we use this data to support pupils, raise standards, ensure inclusive teaching, make sure that all groups of pupils are achieving well and that all aspects of school life are accessible to all pupils.

This Accessibility Policy and Audit 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:

- Feedback from our parent consultation group
- Discussions with parents regarding specific children's needs
- Feedback from pupils through pupil surveys, regular school evaluations and more specific input from school council
- Input from the leadership team
- Input from governors
- Input from staff through staff meetings/INSET
- Issues raised in annual reviews or reviews of progress on Support Plans

1. 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.

2. ROLES AND RESPONSIBILITIES

2.1 The role of governors

- The governing board will review the Accessibility Plan in line with the three-year cycle and will review progress towards Accessibility Objectives.
- The governing board has set out its commitment to equal accessibility in this plan and it will continue to do all it can to ensure that the school is fully accessible to pupils, parents/carers, staff and visitors.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents/carers and pupils through decisions made at regular governor meetings- also see Accessibility Objectives.

2.2 The role of the headteacher

- It is the headteacher's role to implement the school's Accessibility Plan and Accessibility Objectives, supported by the governing board.
- The headteacher has set out their commitment to equal accessibility in this plan and will continue to do all they can to ensure that the school is fully accessible to pupils, parents, staff and visitors.
- It is the headteacher's role to ensure that all staff are aware of the Accessibility Plan and Accessibility Objectives, and that teachers support the achievement of these.
- The headteacher promotes the need for accessibility for all when developing the curriculum.

2.3 The role of all staff: teaching and non-teaching

- All staff will ensure that the curriculum and premises are accessible to all and will maintain awareness of the school's Accessibility Plan and Accessibility Objectives.

Teachers support the work of ancillary or support staff and encourage them to ensure all areas of school life are accessible for all.

3. REVIEW OF PROGRESS AND IMPACT

This plan has been agreed by the Governing Board. At St Joseph's Catholic Primary school, we have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review our Accessibility Policy, audit and accompanying Accessibility Objectives on a three-year cycle. Progress towards the objectives will be reviewed on an annual basis.

PHYSICAL ACCESS AUDIT AND PLAN				
Item	Issue	Issue	Accessibility Objectives	Timescale
1	Is furniture and equipment selected, adjusted and located appropriately?	Y	Classroom audits assess how classrooms are organised to ensure the participation and independence of all pupils. Class risk assessments. Feedback is given to class teachers and amendments made as needed	Ongoing
2	Are pathways and routes logical and well signed?	Y		
3	Do you have emergency and evacuation procedures to alert all	Y		
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	Y	Yearly audit of SEND needs by SENCO Highlighting accessibility to staff i.e. purchasing decisions and refurbishment	Ongoing
5	Do furniture layouts allow easy movement for students with disabilities?	Y	Layout of learning environment reviewed by SENCO as appropriate	Ongoing
6	Are quiet rooms/calming rooms available to children who need this facility?	Y	SENCO to ensure that SENCO room and Library area meets the needs of the pupils who frequent this area.	Ongoing
7	Are car parking spaces reserved for disabled people near the main entrance?	Y	Disabled parking is located near the cycle shelter. The parking places near to the school door can be used if required.	Ongoing
8	Are there any barriers to easy movement around the site and to the main entrance	N	Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary	Ongoing
9	Do all steps have contrasting edging?	Y	Audit of all steps and repaint when required	Ongoing
10	Is it possible for a wheelchair user to get through the principal door unaided?	Y		

11	Is there a continuous handrail on each ramp and stair flight and landing.	Y	Accessibility to the two classrooms on first floor are accessible via lift. However, due to Fire Safety these rooms are not used by any disabled person unable to use the fire access as both staircases are unsuitable for an Evac Chair.	
12	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	Y	A member of the office would be there to assist in the opening of doors if required.	Ongoing
13	Do all internal doors allow a wheelchair user to get through unaided?	Y	A member of staff would be there to assist if required	Ongoing
14	Do all the corridors have a clear, unobstructed width of 1.2m?	Y		
15	Does each corridor/block/building have a wheelchair accessible toilet?	Y		
16	Does the relevant block have accessible changing rooms?	N/A		
17	If a floor is on more than one level, do the internal and external steps/stairs have contrast colour edgings?		Annual check to ensure contrast is visible	Annually
18	Does the building have a lift that can be used by wheelchair user to allow access to different	Y	Library to Key Stage 1 block has stairs. A wheelchair lift is available to use.	
19	Is there a continuous handrail on each internal stair flight?	Y		
20	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.	N/A		
21	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	Y		
22	Are non-visual guides used to assist people to use the buildings?	N		

23	Could any of the décor be confusing or disorientating for students with disabilities?	N		
24	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	N		
25	Any hearing impaired children and adults are accompanied and would be visually notified.	Y	Evacuation plans have been drawn up for individual children with disabilities and special educational needs that require assistance to ensure they evacuate the building safely. These have been shared with staff	
26	Is a hearing induction loop available (either fixed or portable) in the school?	N/A		

LEARNING ACCESS AND AUDIT

Item	Issue	Issue	Action	Timescale
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	Y	Ensuring that all staff are provided with annual training on disability issues. Expanding our knowledge of supporting children on the Autism Spectrum to reflect the	Ongoing
			numbers of children joining our school - this will also enable increased participation in the curriculum.	
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	Y	All teachers (with support from specialists & SENDCO) plan for children with disabilities in terms of classroom organisation and accessibility of lessons.	Ongoing
3	Do all staff seek to remove all barriers to learning and participation?	Y	Biannual Parent Questionnaire to seek views of SEND parents Improve Parent Voice by establishing a termly SEND Parent Meeting	Ongoing

4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	Y	Monitoring of teaching looking at how individual children are accessing the curriculum alongside their peers. Analysis of progress and attainment data and addressing any barriers in a timely manner Feedback from parents and health professionals regarding specific children SIP and self-evaluation scrutiny Review progress annually	Ongoing
5	Are all children and young people encouraged to take part in music, drama and physical activities?	Y	All children are equally welcome to access extra-curricular activities. Adaptations are and will be made on an individual basis to ensure that all children can access facilities equally. Risk assessments take account of children with individual needs to ensure they can access all extra- curricular activities.	Ongoing
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	Y	All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need.	Ongoing
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	Y	Risk assessments are carried out for all trips to ensure all can access facilities. Pre-visits are carried out for new trips to assess accessibility needs.	Ongoing
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	Y	Professionals provide equipment for children as needed and they are responsible for checking and adapting this as needed in liaison with class teachers and the SENDCO.	Ongoing
9	Do you provide access to appropriate technology for those with disabilities?	Y	Specific assessments to be carried out based on individual needs	Ongoing

INFORMATION ACCESS AND AUDIT PLAN				
Item	Issue	Issue	Action	Timescale
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	Y	As required - specific assessments are based on individual need	Ongoing
2	Do you have the facilities such as ICT to produce written information in different formats?	Y	The school uses 'Widgit' and 'PECS' based on individual needs	Ongoing
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	Y	Be mindful of parents who may need alternative communication methods other than Email, Texts and MStTeams - this information will be made available in different preferred formats	Ongoing