



St Joseph's College

Accessibility Policy

Date Reviewed- March 2021

Next Review Date- March 2024

Chair of Governors signature:

A handwritten signature in black ink, appearing to read 'St John', is written over a light blue horizontal line.

1. INTRODUCTION

As a Catholic College, St. Joseph's is committed to equality of opportunity for all, regardless of race, nationality, colour, ethnic or national origin, we support the declaration of the Vatican II Council that "the Church repudiates as foreign to the mind of Christ, any discrimination against people or any harassment of them on the basis of their race, colour, condition in life or religion". (*Nostra Aetate*, Oct 1965)

"Now there are varieties of gifts, but the same Spirit: and there are varieties of service, but the same Lord: and there are varieties of working but it is the same God who inspires them all in every way". (1 Corinthians 12:4-6)

Therefore

"... forms of social or cultural discrimination in basic personal rights on the grounds of sex, race, colour, social conditions, language or religion must be curbed and eradicated as incompatible with God; design". (Vatican 11 Gaudium et Spes, n 29)

St Joseph's College is an inclusive school where we focus on the well-being and progress of every young person and where all members of our community are of equal worth.

2. CONTEXT

This plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) which place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive.

Definition (Equality Act 2010) "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day to day activities."

3. AIMS

- Increase the extent to which disabled students can participate in the school curriculum;
- Improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- Improve the delivery to disabled students of written information which is provided to students who are not disabled;
- Provide the framework to produce accessibility plans for students who are in need;
- To make reasonable adjustments for all protected characteristics as defined in the Equality Act 2010. These are:
 - Age (in relation to staff only)
 - Disability
 - Gender re-assignment
 - Marriage and civil partnership (in relation to staff only)

- Pregnancy and Maternity
 - Race
 - Religion Faith or Belief
 - Sex
 - Sexual orientation
- Any plans for new building work will ensure accessibility is maximised

In order to achieve these aims the school will ensure:

- The SENDCo will co-ordinate additional provision to enable students with learning difficulties to access the curriculum through the SEN framework and this will include disabled students, including access arrangements for public exams.
- It provides where appropriate and identified within Individual Learning Plans or statements of support physical aids to access education. These might include ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, photocopying enlargement facilities, specialist desks and chairs. It may also include portable aids specialist pens and pencils for students with motor coordination and poor hand/eye skills.
- Provide inclusive access to SEND students not only through teaching and learning but the wider curriculum of the school such as participation in extra curricula school clubs, sporting and cultural activities or school visits.
- Teaching staff will use a variety of approaches when planning and delivering the curriculum to draw on the different strengths and aptitudes of students. This might include using flexible grouping arrangements including ones where students with disabilities can work with their peers, and encouraging peer support by, for example, setting up buddying or mentoring arrangements.
- Provide staff training and development to facilitate the teaching and support of disabled students.
- Facilities within the school are adapted for inclusion needs where possible.
- Seek to make improvements to the physical environment of the school within the limitations placed upon the school by its design and the listed status of parts of the buildings. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, signs, interior surfaces, floor coverings, room décor and furniture. Improvements to physical access might include - ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, and blinds.
- Funding of physical adaptations will be restricted to what can be reasonably resourced within the school's revenue and capital funding allocation.
- Apply for Capital funding to secure the necessary physical adaptations to the school.
- To undertake a risk assessment on any student who attends school with an acute mobility problem, such as broken leg, arm, or foot. The school to make adjustments where needed to class locations and provide equipment and support as assessed to mitigate any risks identified.
- Staff with disabilities or long term health conditions will be referred to Occupational Health to inform the reasonable adjustments that can be made to support their roles and responsibilities.

4 **RESPONSIBILITIES**

- All staff are responsible for removing barriers to learning for SEND pupils.
- All leaders are responsible for improving accessibility within their area of responsibility.
- The Governing Body is responsible for the approval of this plan.
- The Headteacher and Business Manager are responsible for ensuring the resourcing, implementation and updating of this plan.

5. The SENDCo is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting SEND needs.

6. **REVIEW**

This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years.

RELATED POLICIES

Equality Duty & Objectives

Special Educational Needs Policy Teaching and Learning Policy

Behaviour Policy Approved: