

**St. Joseph's
PARK HILL SCHOOL**

ST. JOSEPH'S PARK HILL



**SPECIAL EDUCATIONAL and DISABILITY ACT (SENDA)
3 YEAR ACCESSIBILITY PLAN**

This Policy also applies to the
Early Years Foundation Stage
and
Before and After School Provision

Mission Statement

**We prepare our children for the
challenges of the future in a nurturing and stimulating environment
built on Catholic foundations.**

Date: Oct 2022
Review date: Oct 2025

Staff responsible: M. Whitehead: Headteacher
J. Maudsley: SENDCO
P. Duncan: School Business Manager

INTRODUCTION

In accordance with Schedule 10 of the Equality Act 2010, the school is required to have a 3 year accessibility plan which addresses:

1. How we can improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of the education offered by the school
2. How we plan to increase the extent to which disabled pupils (including those with Special Educational Needs) can participate in the school's curriculum.
3. How we can improve the provision of written information to disabled pupils which is readily accessible to pupils who are not disabled

The Equality Act defines disability as follows:

“A physical or mental impairment which has substantial and long term adverse impact on a person’s ability to carry out normal everyday activities”

The Children and Families Act 2014 defines Special Educational Needs as

“A learning difficulty or disability which calls for special educational provision to be made for them which is additional to or different from that which would normally be provided for children or young people of the same age.”

Ethos, aims and values

At St Joseph's Park Hill we value the unique individuality of every child, and every child is valued and recognised as a child of God. St Joseph's Park Hill aims to offer the highest quality of teaching and learning and support for ALL pupils in the pursuit of personal and academic excellence.

As a non-selective school, we aim to provide ALL pupils, including those with special educational needs and/or disabilities, with a broad and balanced curriculum. We strive to ensure that each and every child can take part in the whole school curriculum.

Each pupil identified as having special educational needs receives support from their class teacher, specialist teachers where appropriate, the SENDCO, and a Learning Support Assistant either on a one to one basis, in a small group or in class.

Providing all pupils with access to the curriculum is an ongoing process. The following plan is drawn up to assist this process for those children with special educational needs and/or disabilities.

1: PHYSICAL ACCESS: We aim to improve the physical environment of school in order to facilitate full access to education for pupils with disabilities.

	DEVELOPMENT AREA and ACTION	WHO?	COST	TIMESCALE	PROGRESS
SHORT TERM	<ul style="list-style-type: none"> Improve physical environment of school. <ul style="list-style-type: none"> The school will take into account the needs of pupils, staff, parents and visitors with physical difficulties and/or sensory impairments when planning and undertaking future improvements/refurbishments of the site. For example: improved access, lighting, facilities and fittings. 	MW PD JM	as necessary	ongoing	
	<ul style="list-style-type: none"> Ensure all persons with a disability are able to be involved in all aspects of school life as far as possible by: 	MW PD JM	as necessary	ongoing	

	communications for parents who may need this support.				
MEDIUM TERM	<ul style="list-style-type: none"> • SBM and Health and Safety Governor to carry out site audits and draw up a plan (including cost implications) for <ul style="list-style-type: none"> • improving paving, tarmac areas etc around school, signage, particularly in front of the main school building and around the car park • Carry out work if affordable 	PD IG JTS	as necessary	beginning of each academic year and ongoing	
LONG TERM	<ul style="list-style-type: none"> • Carry out ongoing internal/external site audits in response to pupil/ parent/ staff needs. <ul style="list-style-type: none"> • Liaise with parents of new starters to Pre-school, Reception and school in order to identify any person (child or adult) who may need additional or different provision. Carry out work deemed necessary if affordable. • Continue to develop playgrounds and facilities by looking for fundraising opportunities and involvement of IOLM/ Governing Body/ PTA • Ensure all roads, paths, car park areas around school are as safe as possible by: <ul style="list-style-type: none"> • all staff following Health and Safety policy • SBM to carry out regular checks and take immediate remedial action. 	PD JTS MW IOLM PTA Govs all staff PD	as necessary when possible no cost	ongoing ongoing ongoing	

2: CURRICULUM ACCESS: To improve the extent to which pupils with any disability can participate in the full school curriculum.

	DEVELOPMENT AREA and ACTION	WHO?	COST	TIMESCALE	PROGRESS
SHORT TERM	<ul style="list-style-type: none"> • To liaise and collaborate with parents of new starters to identify pupils with additional needs to access the full curriculum. • Ensure all TLPs are put in place for new starters as necessary and reviewed for existing pupils in line with Policies to ensure all pupils have full access to our curriculum. • Ensure all Care Plans are updated and all staff are aware of any changes 	MW JM relevant staff	any equipment necessary	termly	
		MW		annually	
MEDIUM TERM	<ul style="list-style-type: none"> • Ensure that children with SEND are supported to access the full curriculum. Headteacher to review LSA deployment termly so that pupil needs are met. • Ensure SENDCO is meeting regularly with staff to discuss TLPs and Care Plans • Ensure SENDCO and staff are meeting regularly with parents to discuss TLPs and Care Plans • Track and monitor progress of children with TLPs and care Plans • Provide CPD for SENDCO and relevant staff in order for them to keep up to date with changing needs of pupils. • To ensure all Risk Assessments are updated and school acquires Risk Assessments for all activities off-site 	MW	wage costs of LSA s	termly and ongoing termly	
		JM Staff		ongoing	
		JM staff		annually	
		CW	termly		
		MW	annually		
		PD	annually		

		IG			
LONG TERM	<ul style="list-style-type: none"> To promote the involvement of any disabled pupils in classroom discussions/ activities and create positive images of disability within school through effective PSHE teaching about respect, tolerance, prejudice and protected characteristics. To evaluate and review all of the above targets for Curriculum access and liaise with Curriculum and Health and Safety Governors in order to inform the full Governing Body on our SEN provision and progress. 	MW all staff	Current PSHE scheme by Coram Education	as part of PSHE curriculum each term	
		MW JM PD IG SC	no cost	termly	

3. PROVISION of INFORMATION: To improve the delivery of information to pupils and/or parents with a disability.

	DEVELOPMENT AREA and ACTION	WHO?	COST	TIMESCALE	PROGRESS
SHORT TERM	<ul style="list-style-type: none"> Provide any adjustments, resources or equipment deemed necessary for identified children to access all areas of the curriculum and extra-curricular activities. 	MW JM	cost of equipment/ resources	ongoing	
MEDIUM TERM	<ul style="list-style-type: none"> Ensure all parents are signed up to Parent mail Ascertain any language barriers (parents) on admission or any adjustments necessary to help all parents access school communications Send out parent communications in a variety of forms: letters, newsletters, emails, texts, phone calls and Facebook. 	PD	cost as necessary	ongoing	
LONG TERM	<ul style="list-style-type: none"> use of ICT where necessary 	PD	££	ongoing	

Key

MW: Maria Whitehead, Headteacher,

JM: Joanne Maudsley, SENDCO

PD: Pauline Duncan, Bursar

IG: Ian Geoghegan, Health and Safety Governor

JTS: Company representing the Institute for building works and maintenance

CW: Charlotte Whittaker, Assessment Leader

The Governing Body, along with the Headteacher will keep this accessibility plan under review during the period to which it relates and if necessary revise it.