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# **Accessibility Plan**



***Christ in our Lives***  
***'No limits ... just possibilities'***

***Reviewed: June 2017***  
*Finance, Personnel & Pay Policy Committee*  
*Annual*

**STATUTORY POLICY**  
**WEBSITE POLICY**

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## 1 Introduction

An Accessibility Plan is required under current equalities legislation.

## 2 Background information

Previous legislation required schools to produce a Disability Equality Scheme, and many schools chose to produce a Single Equality Scheme. Neither of these is required under current legislation, though the format of those documents can be useful for meeting the current requirements.

The new SEND14 reforms require schools to take particular attention of the needs of Pupils / Students with disabilities and to make adequate provision under the new Education, Health and Care plans (EHCP).

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The duty under the Equality Act 2010 is that schools **collect and publish equality information, and publish equalities objectives**. This duty has existed since April 2012.

Under current guidance, **schools continue to have a duty to produce an Access Plan** for disabled pupils which must be implemented. Schools' plans should reflect their intention to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improve the availability of accessible information to disabled pupils.

Schools will need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An access plan may be a freestanding document or it may be published as part of another document such as the school development plan.

The definition of disability under the law is a wide one. A disabled person is someone who has a:

*“Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities”.*

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

## 3 Access Plan for St Joseph's School (from current date to three years hence)

### 3.1 Our Vision Statement:

“St Joseph's is an inclusive caring community, based on Christian values. It is a centre of excellence where education, care and therapies are personalised to meet the varied needs of children and young people with complex learning and behavioural difficulties”.

The key elements of the School's Accessibility Plan form part of other school planning documents, namely the Strategic Improvement Plan which has been drawn up in

conjunction with Pupils / Students, parents, staff and governors. The Accessibility Plan should be read in conjunction with the school's *Equality Policy* and *Curriculum Policy*. The Plan will be published on the school's website and included in the school's prospectus. The Plan shows how access is to be improved for disabled Pupils / Students, staff and visitors in a proposed timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Plan will contain actions to:

1. Increase access to the **curriculum** for Pupils / Students. This covers teaching and learning and the wider curriculum such as participation in out of hours activities, clubs, leisure and cultural activities and school visits and for the residential Pupils / Students, children and young people, access to the waking day curriculum. It also covers the provision of specialist aids and equipment which may assist access to the curriculum.
2. Improve access to the **physical environment** of the school. This includes improvements to the visual, acoustic and physical environments.
3. Improve the delivery of **information** to Pupils/Students, staff, parents and visitors.

### 3.2 A summary of improvements planned for the next 3 years, 2016-2019:

Target / Action	Strategy	Outcome	Timeframe
<b>Improving access to the physical environment</b>			
DDA actions resulting from updated report	To remain up to date with current DDA legislation  Updated DDA access audit completed in 2016 to form basis of action plan over next 3 years	Actions to be prioritized in a new action plan	
Moving and handling plans for individual Pupils / Students	To provide individual support for Pupils / Students with walking difficulties to assist movement in the classroom or group and transitions to other parts of the building – being led by Therapies department	Individual plans created for staff to follow	2016-2017
Install disabled toilet in KS2/3	Plans already drawn up – awaiting budget allocation	Disabled facilities made available	2016-2017
Install ramps to improve access into KS2/3	Plans drawn up- awaiting budget allocation	Two major ramping systems to improve access to the KS2/3 playground and KS2/3 classrooms	Completed
Improve access to kitchen garden / horticultural area	Create an entrance and pathway through to the kitchen garden within the perimeter fencing	Easier disabled access to the kitchen garden.  Path has been created to external classroom in the bottom North East corner of the kitchen garden / horticultural area. Paths need to now be extended into the main horticultural area	Completed

Improve access to kitchen garden / horticultural area	Widen and renew paths within kitchen garden e.g. at entrance to poly-tunnel	Easier disabled access to various areas and resources within the kitchen garden / horticultural area	Completed
Install disabled toilet into kitchen garden / horticultural area	Planning permission obtained. Installation planned for summer 2017. Fundraising completed	Disabled toilet can be used by students, staff and visitors. Students working in horticultural area will have much closer access to a toilet	2016-2017
Reduce sound levels in the dining room	Explore possible sound reduction / acoustic systems	Reduction of noise levels and noise distraction for Pupils / Students making dining a more pleasant experience for those with hypersensitivity to noise. Traffic light system has been trialled in the dining room to indicate, in a very visual way, when noise levels are too high but it was tampered with	2017-2018
Improve access to sensory garden	Build ramp into sensory garden	Completed - ramp to sensory garden will also serve to replace stair lift in KS4/5 corridor	Completed
Improve access to KS 1/2/3	Build ramp up to KS 1/2/3 playground	Completed as Phase 1 of ramping system	Completed
<b>Increase access to the curriculum</b>			
Review whole school policies related to the potential for discrimination e.g. <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Anti-bullying</li> <li>• Sex &amp; Relationship Education</li> </ul>	Director of Education & Pathway leaders to review these policies	Policies are up to date and meet statutory guidance. See P17 'Promoting Disability Equality in Schools'.	Completed

<p>Community initiatives and awareness. To include local community and disability groups.</p>	<p>Build links with local &amp; special schools as well as LA, local agencies and disability groups to promote disability awareness and involvement within the wider community.</p>	<p>Increased access to opportunities for Pupils / Students as well as increased consultation from groups that assist in the creation of these opportunities.</p> <p>E.g. Membership of the NAS Teaching and Learning Forum</p> <p>On going</p>	<p>2017-2018</p>
<p>Developing Pupils / Students involvement in making decisions, both long term and short term. Developing family involvement in making decisions for their child's future.</p>	<p>Involve Pupils / Students in understanding what disability equality is. Promote a culture of continuous learner voice on a daily basis through use of the school newsletter, learner participation at key meetings, School Council, teacher interviews, assemblies etc. Provide more opportunities for Pupils / Students' and their families to make decisions during transitions and for their EHCPs.</p>	<p>Pupils / Students empowered to make choices and shape their lives / future outcomes. Families empowered / provided with more opportunities to be involved throughout their child's education and future.</p> <p>On going</p>	<p>2017-2018</p>
<p>Audit of the curriculum, its' resources and how together these assist in the attainment of each learner's targets regardless of disability.</p>	<p>Policies and plans reviewed to ensure positive models of disability and to ensure maximum accessibility for all across the curriculum. Pupils / Students taught using TEACCH principles. Autism qualifications for staff. Autism accreditation for school.</p>	<p>Positive models related to disability actively sought. Improved staff awareness and ability to work with Pupils / Students. Lessons involve opportunities for group work as well as paired work and independent work. All Pupils / Students make progress in their individualised targets.</p>	<p>2017-2018</p>
<p>To deliver a curriculum that maximises support for pupil / student progression no matter what their disability</p>	<p>Grouping pupils using a pathway model to focus curriculum delivery.</p>	<p>The three pathways development will narrow the range of differentiation in a class and for pupils to be taught at their developmental level rather than according to age and key stage.</p>	<p>2017-2018</p>

		On going	
<b>Improve the delivery of information</b>			
Further staff training related to visual impairments.	Whole school training.	Improved staff knowledge, understanding and ability to adapt information to reach those who are visually impaired. More accessible information for all, including Pupils / Students and families.	2016-2017
Ensure all text that is visible to Pupils / Students is as accessible to Pupils / Students as possible.	All text to have Makaton symbols.	All visual information is accessible to all. Only functional information is visible. The environment is therefore low arousal and assisting in creating an optimal learning environment. Ongoing?	2015-2016
Makaton qualifications for staff	Weekly Makaton PL sessions for staff for 1 term each year. Groups divided up depending on initial attainment.	Staff are more confident in signing. Pupils / Students are taught new signs. Pupils / Students attempts to communicate have more likely to be understood by all.	Completed
AAC (Assisted Augmentative Communication) audit.	Audit of whole school and individual AAC devices.	Pupils / Students have access to appropriate devices for communication at all times. Pupils / Students are therefore able to communicate at all times.	2017-2018
Families' preferred mode(s) of communication used to share information.	Families' preferences for communication are asked for at the start of each academic year.	Families are contacted via their preferred mode(s) of communication. Links with families are therefore maintained. Views and preferences are known and respected. Ongoing	2017-2018

## Date Policy Reviewed

Updated	Changes	By	Version
November 2009	Unknown	Carol Davey	v1
April 2011	Unknown	Carol Davey	v1.1
April 2012	Various to update policy	Carol Davey	v1.2
May 2013	Various to update policy	Carol Davey	v1.3
September 2014	Updates to appendices	Carol Davey	v1.4
June 2016	Significant restyle from Carol	Carol Davey	V1.5
June 2017	Learner changed to Pupil/Student Minor amends & amendments to plan	Carol Davey & Simon Jaggard	V1.6