

**St. Joseph's Specialist Trust**  
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Website: [www.st-josephscranleigh.surrey.sch.uk](http://www.st-josephscranleigh.surrey.sch.uk)

# **Accessibility Plan**



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

*Reviewed: June 2025*  
*Cycle: Annual*

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

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## 1 Introduction

This policy is applicable to St Joseph's Specialist Trust which comprises of St Joseph's specialist school, college, registered children's home and supported living function, together "St Joseph's".

## 2 An Accessibility Plan is required under current equalities legislation. Background information

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 Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' or 'long term' adverse effect on their ability to undertake normal day to day activities. Under the SEND Code of Practice, 'Long Term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

## 3 Access Plan for St Joseph's Specialist Trust (current plan covers the period 2023-2024)

### 3.1 Our Vision Statement:

St Joseph's is an inclusive Catholic community where integrated Therapy, Care and Education meet the needs of those with complex learning difficulties to reach their full potential regardless of starting points and individual challenges.

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, Trustees and governors. The Accessibility Plan should be read in conjunction with the Trust's *Equality Policy* and *Curriculum Policy*. The Plan will be published on St Joseph's website and included in St Joseph's prospectus. The Plan shows how access is to be improved for disabled Pupils / Students, staff and visitors 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, 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 the delivery of **information** to Pupils/Students, staff, parents and visitors.

### 3.2 A summary of the ongoing improvement plan:

Target / Action	Strategy	Outcome	Timeframe
<p>Review whole school policies related to the potential for discrimination e.g.</p> <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Anti-bullying</li> <li>• Sex &amp; Relationship Education</li> </ul>	<p>Headteacher &amp; Pathway leaders to review these policies</p>	<p>Policies are up to date and meet statutory guidance. See P17 'Promoting Disability Equality in Schools'.</p>	<p>On going</p>
<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 NASS Teaching and Learning Forum</p>	<p>On going</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>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. E.g. Pupils / Students taught using TEACCH principles. Autism</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</p>	<p>On going</p>

	qualifications for staff. Autism accreditation for school.	independent work. All Pupils / Students make progress in their individualised targets.	
To deliver a curriculum that maximises support for pupil / student progression no matter what their disability	Grouping pupils using a pathway model to focus curriculum delivery.	The three pathways have narrowed 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.	On going
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
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 are more likely to be understood by all.	On going
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.	On going
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.	On going

## Date Policy Reviewed

Updated	Changes	By	Version	Trustee Ratification Due by	Trustee Ratification Received
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		
Oct 2018	Simplification of opening paragraph on background information. Updated 3-year plan. Updated to Trust.	Carol Davey & Simon Jaggard	V1.7		
January 2020	Updated plan for 2020-2021	Adrian Maxey & Simon Jaggard	V1.8		
April 2021	Minor updates	Simon Jaggard	V1.9		
June 2021	No changes other than corrections made to review table	Exec Admin	V1.10		
June 2022	Minor edits and corrections	Simon Jaggard	V1.11	30/06/2022	
June 2023	Updated plan for 2023-2024	Simon Jaggard	V1.12		
June 2024	Minor Changes	Simon Jaggard	V1.13		
June 2025	No Changes	Simon Jaggard	V1.14		