

3-Year Accessibility Policy & Plan

1 November 2020 to 31 October 2023

ISSR Schedule 10 of the Equality Act 2010

St Joseph's College

Review period: Annual
Review by: Operations Manager & Principal
Date last reviewed: October 2020



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1. Statement of Intent

St Joseph's College prides itself on the quality of the teaching and pastoral care provided to each of its pupils, from EYFS across to Sixth Form, including Boarding. *The Governing body has ultimate responsibility for meeting all the College's regulatory requirements, which they delegate to the Principal, supported by the Senior Leadership team. In line with good practice and as part of the Governors' due diligence, the Board of Governors' reviews this policy annually.*

St Joseph's College, as an aware employer, is committed to safeguarding and promoting the well-being of children and young people as its key priority. Robust recruitment, selection and induction procedures operate throughout the College and extend to organisations and services linked on its behalf.

Ethos and Aims

St Joseph's College ('the College') strives to be a fully inclusive and welcoming day and boarding School and therefore aims to ensure that each and every pupil and staff member can participate fully in the life of the College.

To achieve this the College:

- Prepares an Accessibility Plan
- Furthers and extends such plans at such times as may be prescribed
- Annually reviews its Disability, Inclusion, SEN and Learning Support Policy.

The Accessibility Plan covers a 3-year period and prioritises the following:

- increasing the extent to which pupils with a disability/SEN can participate in the College's curriculum
- improving the physical environment of the School for the purpose of increasing the extent to which pupils with a disability/SEN are able to access curricular and extra-curricular provision, facilities and services provided or offered by the College
- improving the physical environment of the College for the purpose of increasing the extent to which staff with a disability are able to access working environment, facilities and services provided or offered by the College, and
- improving the delivery of information to pupils, staff and parents with a disability/SEN.

The Accessibility Plan is actioned:

- within a reasonable time
- in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents
- in ways which are determined after taking account of the staff members' disabilities and any preferences expressed by them
- Within the context of a fully inclusive approach
- The plan is in writing
- The College implement its accessibility plan
- In preparing an Accessibility Plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan.¹

¹ ISSR Other Legislation – Schedule 10 – 3 -4



Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and Schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- ISSR Schedule 10-3-4

1.3. This policy will be used in conjunction with the following college policies and procedures:

- Equality and Diversity Policy
- Safeguarding Policy
- Disability Inclusion SEN and Learning Support Policy
- Equal Opportunities and Race Equality Policy
- Admissions Policy
- Behavioural Policy
- Medical Confidentiality Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health Safety and Welfare Policy
- Strategy Development Plan
- Data Protection Policy

2. Definition

- 2.1. A person is defined as having a disability if they have 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.
- 2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the College's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The Principal, in conjunction with the Governing Board or a select committee, will create an Accessibility Plan with the intention of improving the College's accessibility.
- 3.3. The Governing Board, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 3.4. The full Governing Board will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 3.6. The Principal will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.7. During a new pupil's induction, the Principal will establish whether the pupil has any disabilities or medical conditions which the College should be aware of.
- 3.8. The Principal is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.9. The SENCO will work closely with the Principal and Governing Board to ensure that pupils with SEND are appropriately supported.
- 3.10. All staff members and governors will partake in whole College training on equality issues related to the Equality Act 2010.
- 3.11. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the College's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.
- 4.2. The Accessibility Plan will be presented as a freestanding document.
- 4.3. The Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the college within a given timeframe.



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4.4. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the College's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in October 2023.

4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.8. The Accessibility Plan will be used to advise other College planning documents and will be reported upon annually in respect of progress and outcomes.

4.9. Both the Accessibility Policy and Accessibility Plan will be published on the College website.

4.10. If required the College will collaborate with ISSR in order to effectively develop and implement the plan.

4.11. An annual access audit will be undertaken by the Operations Manager.

4.12. During ISSR inspections, the inspectorate may include the College's Accessibility Plan as part of their review.

5. Equal opportunities

5.1. The College strives to ensure that all existing and potential pupils are given the same opportunities.

5.2. The College is committed to developing a culture of inclusion, support and awareness.

5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.



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- 5.6. The College will ensure that all extra-curricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all College activities.

6. Admissions

- 6.1. The College will act in accordance with the Admissions Policy.
- 6.2. The College will apply the same entry criteria to all pupils and potential pupils.
- 6.3. The College will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the College.
- 6.4. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the College community.
- 6.5. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.6. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting college in order to discuss the pupil's specific needs.

7. Curriculum

- 7.1. The College is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the College curriculum due to their disabilities or impairments.
- 7.3. The College aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The Head of Faculty for each subject and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Learning support assistants are deployed to implement specific literacy, numeracy and speech programme.
- 7.7. There are established procedures for the identification and support of pupils with SEND in place at the College.

8. Physical environment

- 8.1. The College is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the College premises where admissible.
- 8.2. There are parts of the College to which pupils with disabilities have limited or no access to.
- 8.3. The College has some accessible toilet facilities across the site which are fitted with a handrail and an emergency pull cord.



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- 8.4. There are provisions for nappy changing.
- 8.5. Where practicable entrances to the College are not flat, and a ramp is supplied for access.
- 8.6. Wide doors are fitted throughout the College where appropriate to allow for wheelchair access.
- 8.7. Under current legislation the College is not required to remove or alter physical features.

9. Monitoring and review

- 9.1. This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.
- 9.2. The Board of Governors and the Principal will review the policy in collaboration with the SENCO and Operations Manager.

10. Summary

- 10.1. This policy sets out the ways in which St Joseph's College provides 'Access' to education for students with a disability.
- 10.2. At St Joseph's College, we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education. Physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes regarding disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 10.3. The College plans, over time, to increase the accessibility of provision for all students, staff, parents and visitors to the College.



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Appendix A – Accessibility Plan

Planning duty 1: Curriculum

The Board of Governors or SENCO will undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils’ disabilities and the preferences of themselves or their parents.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum	Deputy Principal/SENCO	As Required	Management and teaching staff are aware of the accessibility gaps in the curriculum	Ongoing
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	External advisors/Deputy Principal/SENCO	As Required	Staff members have the skills to support children with SEND	Ongoing
Medium term	College trips do not consider pupils with SEND	Needs of pupils with SEND incorporated into planning process	EVC/SENCO	As Required	Planning of College trips takes into account pupils with SEND	Ongoing
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments to pupils with SEND	ICT manager/SENCO	As Required	Pupils with SEND can access lessons	Ongoing

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Planning duty 2: Physical environment

The Governing Board or Operations Manager will undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the College's physical environment is fully accessible	Audit of physical environment	Operations Manager/Building surveyors	November 2020	College is aware of accessibility barriers to its physical environment, and will make a plan to address them	November 2021
	Learning Environment of pupils with physical disabilities cannot be accessed	Ramps to all main buildings where practical, as necessary	Operations Manager	July 2020	BTEC and Art Demountable Ramp reconstructed to meet current legislation. New ramp built to meet current legislation other ramp was adjusted to comply.	July 2021
Medium term	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes	Operations Manager/ HOD	Ongoing	Learning environment is accessible to pupils with visual impairments	July 2021
	Toilets are not accessible	Wider toilet cubicles required	Operations Manager	August 20	Access to toilets is increased, when refurbishments are being completed this is considered.	August 2021
Long term	Children with physical disabilities cannot access some College buildings	More substantial building adaptations, as necessary.	Operations Manager/building contractors	Ongoing	College buildings are fully accessible	July 2021
	Pavilion not accessible to individuals with physical disabilities	Path required to pavilion	Operations Manager	August 2021	Costings received to lay a path and this will form part of Capex and funding approval where appropriate	ongoing
	Children with physical disabilities cannot access all boarding buildings	More substantial building adaptations, as necessary.	Operations Manager/building contractors	TBC	College buildings are fully accessible, this will form part of the new boarding house project	Ongoing

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Planning duty 3: Information

The Board of Governors or SENCO will undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether College information is accessible or not	Audit of information delivery procedures	SENCO/ICT Manager	Jul 2021	College is aware of accessibility gaps to its information delivery procedures	Jul 2022
	College does not know how to make written information accessible	College seeks advice from external advisors	SENCO	As required	College is aware of local services for converting written information into alternative formats	As required
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/ICT Manager	As required	Written information is fully accessible to children with visual impairments	As required
Long term	College website is not accessible to children with SEND	Audit of website	ICT Manager	Jul 2021	Website is fully accessible	Jul 2022