



Saint Joseph's
CATHOLIC SCHOOL

Accessibility Plan

Version 1.0

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY

Success Criteria:		
Context/Aim: At St Joseph's we believe that each pupil and employee are made in the image and likeness of God and are therefore deserving of equal respect, value, and success irrespective of religion, ethnicity, national origin, ability, gender, socio-economic status, sexual orientation, gender reassignment, pregnancy, or disability. We are committed to ensuring that all pupils and employees are able to enjoy the same opportunities by removal of any barriers to learning or personal development.		
Monitoring Procedures:		
By Whom:	When:	How: Reports to the Academic Governors Committee
Evaluation:		
By Whom: Head teacher and the Academic Governors Committee	When:	How: Reports to the Academic Governors Committee & Head Teacher

Revision History:			
Version	Approved and Ratified	Review Date	Additional Notes
V 1.0			Re-write

Vision Statement:
<p>St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.</p> <p>At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth, and justice. We want each pupil to be healthy in mind, body, and spirit.</p> <p>Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.</p> <p>We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.</p> <p>We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.</p> <p>We are committed to aspiring for excellence in all that we do for the sake of the Gospel.</p> <p>Head teacher</p>

National Policies and guidance/courses referred to and incorporated into SJCS Policy:	
Document/Course Title:	Document/Course Date:
The Equality Act 2010	
Disability Discrimination Act 1995	

Other SJCS Policies that relate to this Policy:
Safeguarding Policy
Supporting Pupils with Medical Needs Policy
Complaints Policy

Introduction and Context

This plan is drawn up in accordance with the Disability Discrimination Act (DDA 1995), as amended by the SEN and Disability Act 2001; it requires all schools to plan to increase, over time, accessibility for disabled students. It is based upon DfES guidance July 2002 'Accessible Schools; Planning to increase access to schools for disabled students'

St Joseph's Catholic Secondary School and the LA are required to plan for:

- Increasing access to the curriculum for disabled students
- Improving access to the school's physical environment.

Legislation has three main strands that St Joseph's Catholic Secondary School has to consider for disabled students:

- The Disability Discrimination Duties (Sections 28A–28C of the DDA 1995)
- The planning duties (Section 28D–28E of the DDA 1995)
- The SEN Framework (the Education Act 1996 and The Children & Families Act 2014 –this Act
- incorporates the SEN Code of Practice: 0–25 years)

The Education Act 1996 states that 'children have a special educational need if they have a learning difficulty which calls for special education provision to be made for them'. They are said to have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or at least hinders them from making use of the educational facilities of the kind that are generally provided for children of the same age within the LA.
- Are under compulsory school age and fall within the above definitions, or they would if special
- educational provision was not made for them.

Definition of Disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities' (see below for definition of normal day-to-day activities).

- Physical or mental impairment includes sensory impairments such as hearing or visual loss and also hidden impairments.
- In the Equality Act 'substantial' is defined as 'more than minor trivial' and 'long term' is defined as 'a year or more'.

Normal day-to-day activity

An impairment which affects normal day-to-day activities will have an impact on the student's everyday life in one or more of the following areas:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing, or eyesight
- Memory or ability to concentrate, learn or understand
- Perception or risk of danger

Principles

- Compliance with the DDA is consistent with the school's aims and the operation of the school's SEND policy.
- The school recognises its duty under the DDA not to discriminate against disabled students in their admissions, exclusions, provision of education and associated services; not to treat disabled students less favourably; to take reasonable steps to avoid putting disabled students at a substantial disadvantage; to publish an Accessibility Plan.
- In performing their duties, Governors and staff will have due regard to the Disability Rights Commission (DRC) Code of Practice 2002.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.
- The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles.

Objectives

To reduce and eliminate any barriers that prevent students with a disability from accessing the curriculum and to enable full participation in the school community for students and prospective students.

Curriculum

St Joseph's Catholic Secondary School operates under the principle that all areas of the curriculum should be accessible to all students this includes Alternative Curriculum Provision and extra-curricular opportunities such as school visits.

The attainment and achievement of all students with a disability is monitored by individual subject teachers, Directors of Learning, the SENCo and the relevant SLT Line Manager as part of the normal data review and monitoring practice.

Further details on adjustment are available in the statutory SEN Information Report:
<https://sjcs.org.uk/wp-content/uploads/2022/01/SEN-Information-Report-21-22.pdf>

Physical Access

It should be noted that the original school site and buildings were not designed with disabled requirements in mind. It is acknowledged that the current design of the main building housing Maths, MFL and Humanities departments does present access issues to students with a physical disability as these are first floor classrooms. Where necessary, reasonable adjustment and re-rooming is considered or ground floor access to lessons will occur.

However, the school does make appropriate and realistic attempts to accommodate students with disabilities as part of our inclusive approach and any students with short term disabilities such as those caused by a sporting injury, can access the curriculum via the Pastoral classroom

Any new building work within the school will take into account the need for greater accessibility.

- The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers, SEN inspectors and advisers and appropriate health professionals.
- The school will take into account the needs of students and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishment of the site and premises, such as improved access, lighting and more accessible fixtures and fittings.
- The school will make itself aware of local services, for providing information in alternative formats when required or requested.

*This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.