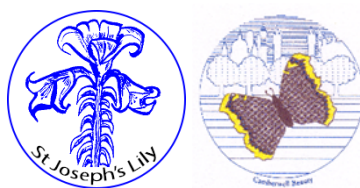


# St. Joseph's Camberwell Catholic Schools' Federation



## ACCESSIBILITY PLAN

## **Introduction:**

St Joseph's Camberwell Catholic Schools' Federation is committed to ensuring that no child is discriminated against because of any form of disability in the provision of education and associated services. This is in line with the school's Admission Policy and Mission Statement.

## **Schools' duties around accessibility for disabled pupils**

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as presented in the Equality Act 2010

- To promote equality of opportunity for disabled people – pupils, staff, parents, carers and other people who use the school or may wish to
- Prepare a disability equality scheme to show they meet these duties

This accessibility plan and the action plans form a part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity. The DDA instructs governing bodies to have three duties towards disabled pupils

1. Not to treat disabled pupils less favourable for reasons related to their disability
2. To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
3. To plan increased access to education for disabled pupils

## **Actions:**

1. Identify the relevant children
2. Increasing the access of all pupils to participate in the school curriculum
3. Where access is limited, create solutions to access the physical environment of the school
4. Mindful that all pupils are "children of God", ensure that they are fully integrated into the community and ethos of the school.

## **Evaluation:**

Early identification will be the key to effective planning. With respect to each and every child who has a disability, the annual review of their special educational provision will include a review of any barriers to school activities and recommend the provision of appropriate aids and services and other arrangements.

As the majority of the school's admissions to the Juniors are from the feeder Infant school, close liaison is necessary in the identification of children with disabilities, their needs and resources necessary to meet those needs.

## **Accessibility**

The school has set the following priorities:

To provide safe access throughout the school for all school users, irrespective of their disability

To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring requirements to suit individual needs, including where it is appropriate to convert written information into alternative formats

To provide CPD to all staff regarding the needs of disabled pupils and how to provide assistance to enable them to enjoy the school experience as fully as possible

The schools SEND policy ensures staff identify, assess and arrange suitable provision for pupils with disability and SEND. Working with the LA and the EP the SENCO manages the statutory assessment process, ensuring additional resources are available where appropriate.

The school provides additional support for pupils and supports teachers in implementing strategies for improving behaviour and access to learning

The school works closely with specialist services including the Hearing Impaired Team, Summer House, Sunshine House, SALT, EP service

### **Creating solutions to the physical environment of the school**

The physical environment includes external areas, buildings, fixtures and fittings. The school's aim is to enhance these to meet the needs of all pupils and ensure they have access to all aspects of education

**In association to this document please read our SEND policy**

**This plan will be reviewed annually by School Governors and the School Council**