



**ACCESSIBILITY POLICY**

**February 2016**

## **AIMS:**

At St. Joseph's Catholic Primary School we aim to:

- Foster confidence and independence in the children within a stimulating, secure and happy environment.
- Provide quality learning opportunities, which allow the development of children's full intellectual, physical, spiritual and emotional potential.
- Encourage children to become co-operative and willing future members of society, fostering positive social attitudes and being responsible members of, and positive contributors to, the world in which we live.
- Develop in all members of the school community, self-esteem, a sense of mutual respect and sensitivity to the needs of others.
- Recognise and value the contributions that parents, carers, academy committee representatives and other members of the community can make.
- We will endeavour to encourage parents to understand the aims and objectives of the school.
- Support the personal and professional development of all staff.
- Promote a higher level of intellectual debate between staff in developing and reflecting a common philosophy.
- Create an atmosphere where all staff are valued and appreciated.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY:**

Special Educational Needs and Disability (SEND) provision is a very important aspect of our school. At St. Joseph's School we ensure that children with special needs receive the appropriate support. We have a network of Teaching Assistants who are utilised to meet the needs of our children.

Teaching assistants are allocated to where the support is required rather than just to a class. This effective deployment of adults other than teachers has been recognised through internal and external monitoring.

When a child is identified as having a special educational need and/or disability, parents are consulted and an IEP (Individual Education Plan) is drawn up to target their learning. This is now categorised as SEN Support rather than what was known in the old Code of Practice as School Action and School Action Plus.

However, some children have extreme needs that require specialist one-to-one support and provision through an application process to be issued the new Education and Health Care Plan (EHCP). This has replaced the Statement of Educational Needs.

The provision in school is overseen by the school's SEND Coordinator whose role it is to liaise with teachers and teaching assistants to provide the time, resources and training necessary, that ensures inclusion in classroom activities.

## **CURRENT SITUATION:**

At the present time, we have individual children with special needs other than educational needs, although none of these needs are physical.

In the event of any requests being received from parents or the Local Authority (LA) for other pupils to attend our school, we need to take professional advice to assess the child's level of difficulty and how that child is able to access various parts of the school.

To assist us in this process we would, of course, work alongside any relevant outside agencies.

There is a disabled toilet in the school building. However, at present, it is used by male staff and visitors, therefore, arrangements would need to be made for pupil access to this facility. This could be done via a safety lock that could be opened from the outside in case of an emergency.

In the past, there was a necessity to add a ramp for access, this now affords access via the infant playground to the Key Stage 1 corridor and thence across the hall to the school office. The Key Stage 2 corridor and classrooms have four steps (in two blocks) up from the hall level and there is an access via an external pathway through the Key Stage 2 doors to the Key Stage 2 corridor.

Each individual child's needs are different and would need to be assessed and the parents consulted prior to enrolment. Any further additional adjustments that are required would need to be completed before the child was allowed to start attending the school, including the appointment of suitable support staff. This process would, of course, be completed as soon as possible. We would strive to make all reasonable adjustments to facilitate the needs of each child within the limitations of the buildings and financial constraints.

It is important for each child to feel included within a community to realise their full potential. Therefore, all educational establishments within the local area need to be fully discussed with parents to ensure the most suitable placement is found.

Date of review: February 2019 (every 3 years)

Signed (Principal): Mr A Carry

Signed (Chair of Academy Committee): Mrs S Price