

St Joseph's Catholic Primary School, Gateshead.

Accessibility Plan.



Mission Statement

Aim high, Care for others as Jesus does, Everyone welcome.

**Accessibility Plan
& Disability Equality Scheme Activities
2023 - 2027**

School: St Joseph's Catholic Primary School, Gateshead

Activities	Resources	Date achieved	Responsible	Outcomes
1. Leading and monitoring the disability equality scheme				
Review all school policies, procedures and plans to ensure that our vision and value statements in relation to SEND and disabilities are explicit within them.	Staff meetings Governing body working party meetings	April 2023	SLT/ Subject Leaders/ Chair of Governors	Vision & value statements are explicit in all school policies, procedures and plans
Survey views of disabled people and their families to identify key actions to promote greater inclusion.	Updated survey sent out to all school users - data to be collected, analysed and acted upon	September 2023	SLT/ GB working party	Analysis will be complete and an Action Plan formed and implemented.
Ensure all staff are inducted in how they can promote and support inclusion.	Staff meetings / CPD	Ongoing	SENDCo	Staff are fully aware of how to promote inclusion in their classroom
The plan will be monitored and reviewed on an annual basis.	Governing body working party	September 2023	GB working party	Reviewed each year

2 Promoting curriculum access for disabled pupils and adults				
Pupils with disabilities can access ICT	Pupils iPads and laptops available Other devices & Apps purchased & used to help pupils with specific needs	Ongoing	Computing lead SENDCo TAs 1-1	Pupils with disabilities can access ICT
School visits are made accessible to all pupils irrespective of attainment and impairment.	Risk assessments undertaken	Ongoing	SLT / Ed Visits coord	ALL pupils are able to access school visits
Pupils with disabilities are encouraged to take part in music, drama and physical activities	Advice from music specialists Purchase additional resources if needed	Ongoing	SLT/ Subject leads / class teachers / specialist teachers	All pupils are able to access all subjects / learning
Training for support staff on SEND descriptors guidance.	Staff meetings / CPD	Ongoing	SENDCo/Trust	Staff are trained and understand SEN guidance

3 Improving the quality of information for and about disabled pupils and adults				
Provide on the website information in a range of formats.	Needs assessed on entry Letters and translation available Text messaging service also available	Ongoing	SLT / SENDCo/ Computing lead / Admin Officer	Information provided in a range of formats as appropriate/ required
Ensure that parents who have a disability can receive information and reports by an alternative method	Assess needs on entry Telephone calls, home visit with relevant risk assessment completed, larger print for letters, website and email offered	Ongoing	SLT / SENDCo/ Computing lead / Admin Officer	Information provided in a range of formats as appropriate/ required
4 Improving the physical environment of the school and its services				
Ensure that pupils in wheelchairs can move around the school without experiencing barriers	Keep ramps clear and ensure ramps are gritted in winter Ensure classrooms have clear access Re -order classes to take into account wheelchair and access ground floor rather than first floor.	Ongoing	SLT / SENDCo / GB	Pupils in wheelchairs can move around the school site and classrooms without experiencing barriers
Provide pathways to travel around the site Ensure Emergency Evacuation covers pupils and adults with a disability	Ensure pathways are kept clear.	Ongoing	SLT / SENDCo / GB	Pathways are provided to travel around the site

Appendix 2 Consideration of the Physical Environment

Accessibility checklist for schools

School: St Joseph's Catholic Primary School Gateshead Date: April 2023

Completed by: C Cuskern A Atkinson

Access to school site	Yes/No	Recommendations	Priority L/M/H	Responsibility
Clear high contrast signage at entrance	Y	Main entrance signage could be improved		
Level Access pedestrian pathway with dropped kerb and textured paving where necessary	Y	No textured paving		
Signposting to disabled parking at entrance	N	Staff Car Park only as no parking facilities at school for parent pick up and drop off.		
Disabled parking space	Y	Staff Car Park		
Dropped kerb from the car park to the pathway with appropriate textured paving	Y	No textured paving		
Pathway is well lit	Y			
Pathways in good condition and even	Y			
Pathways are clear of hazards such as open windows or overhanging foliage	Y			
Ramps are available to access stepped areas on the school site or an alternative route is provided	Y	Main entrance and yard entrances		
Ramps are slip resistant when wet	Y			
Do ramps have a resting area?	Y			
Handrails are situated on stepped areas	Y			
Steps have highlighted edge	N			
Is there a designated drop off/ pick up point at the entrance?	N Y	Staff Car Park		
Is there a waiting area/ bench at the pick-up point?	Y			

Entrance to School	Yes/No	Recommendations	Priority L/M/H	Responsibility
Entrance is clearly visible with clear high contrast signage	Y	Main entrance signage could be improved		
Level access entrance with level matting	Y			
Entrance call system at accessible height and clearly marked	Y			
Is entrance call system accessible to those who can't hear or speak?	Y			
Entrance is well lit	Y			
Is there a cover/weather protection at the entrance?	Y			

Reception / Main Entrance	Yes/No	Recommendations	Priority L/M/H	Responsibility
Reception is clearly marked with accessible signing in station	Y			
Widened entrance with clear pathway	Y			
Glazing is clearly marked	Y			
Exit signage is clear	Y	More could be added		
Entrance lobby is big enough for a wheelchair user and carer	Y			
Consider lighting and transition to different lighting levels when entering or exiting building	N			
Are chairs available if disabled visitors need to wait?	Y			

Corridors	Yes/No	Recommendations	Priority L/M/H	Responsibility
Wide, accessible corridors with non-slip flooring	Y			
Directions and signage clear, tactile and high contrasting	Y			
Corridors are well lit	Y			
Corridors are kept clear	Y			
Are doors and handles clearly visible and contrasting to walls	Y			
Displays are at appropriate, differing levels according to need	Y			
Raised areas or steps should be highlighted and clearly marked making it clear when there is a change in floor or ground height	N	Yellow Paint on steps, change of ground height		

Cloakrooms	Yes/No	Recommendations	Priority L/M/H	Responsibility
Coat hooks are at an appropriate height and clearly marked.	Y			
Pictures or identifiers should be above the hook	Y			
Walkways and floors are kept clear	Y			
Glazing is clearly marked	Y			
Exit signage is clear	Y			

Classrooms	Yes/No	Recommendations	Priority L/M/H	Responsibility
Adjustable blinds or window coverings to adjust lighting and avoid glare	Y	Blinds need updating		
Light switches at an appropriate height	Y			
Clear pathways around furniture	Y			
Clear signage and labelling around the classroom in varying contrasting colours	Y			
Access to storage and shelving promotes independence	Y			
Clear non-distracting walls and muted coloured displays	N			
Exit signage is clear	Y			
Consider lighting and transition to different lighting levels when entering or exiting classroom.	Y			

Toilets	Yes/No	Recommendations	Priority L/M/H	Responsibility
Access to a disabled toilet	Y			
Handrails fitted on both sides of the toilet	Y			
Clear high contrasting signage	Y			
Pathways and floors are kept clear	Y			
Hand dryer at appropriate differing height	Y			
Hand towels and bin placed appropriately for easy access	Y			

Dining Hall	Yes/No	Recommendations	Priority L/M/H	Responsibility
Cutlery and tray collection at appropriate height	Y			
Cutlery stacked with sharp ends away or down to reduce risk of injury	Y			
Clearly mark or cover hot areas to reduce risk of injury from accidental touch	Y			
Pathways and floors are kept clear	Y			
Accessible table areas for wheelchair users	Y			

Changing Area	Yes/No	Recommendations	Priority L/M/H	Responsibility
Access to a disabled toilet	Y			
Height adjustable changing table with step and cot sides	n/a			
Portable hoist or ceiling track hoist availability	n/a			
CPD available to appropriately train staff in manual handling and hoist management	Y	Staff to attend training where/when required		
Bins are clearly labelled for general use or sanitary use	Y			
Bins are emptied every day	Y			
Area has a cleaning schedule with allocated responsible staff	Y			
Pathways and floors are kept clear	Y			
Handwashing facilities are available	Y			
Hand dryer at appropriate differing height	Y			
Hand towels and bin placed appropriately for easy access	Y			

Outside Areas	Yes/No	Recommendations	Priority L/M/H	Responsibility
Level access pathways to outside areas	Y	Ramp from KS2 to yard. Same level access hall, KS1, Reception and Main Entrance		
Clear high contrasting signage	Y			
Clearly mark any external posts	N/A			
Pathways are kept clear	Y			
Raised areas or steps should be highlighted and clearly marked making it clear when there is a change in floor or ground height	Y	KS2 Step needs marking however, there is access via a ramp. Textured paving and contrasting coloured paving to differentiate height		
Do steps have a tactile surface of raised ribs set parallel to the top step nosings (according to Part M of the Building Regulations)?	Y	Yes – KS2		

Emergency Evacuation procedures	Yes/No	Recommendations	Priority L/M/H	Responsibility
Do you have protocols/procedures in place to evacuate disabled people safely from your building?	Y			
Are emergency alarms both auditory and visible to all? Do you have a flashing light system working?	Y	Emergency lighting comes on but no flashing light system		
Do staff have appropriate Manual Handling training to assist disabled people from the building?	N			
Do you have Evac Chairs available for upper floors?	N	However, classes rearranged to avoid access to upper floor for mobility needs.		

Appendix 3 Identifying and Addressing Barriers in the Physical Learning Environment for Deaf and Hearing-Impaired Learners

Lighting <small>Light that is too bright or too dim can affect D/deaf and hearing-impaired learners' ability to access lip pattern, and other elements in the classroom clearly. This can impair their concentration and limit their accessibility to learning.</small>	Yes/No	Recommendations	Priority L/M/H	Responsibility
Can the lighting in the room be adjusted?	N			
Is the teacher's spot in the classroom well lit?	Y			
Is there a window where glare may make it difficult for learners to see the teacher or the support staff? If so, are there blinds that can be drawn to eliminate glare?	Y	Replace / repair blinds as necessary		
Does the teacher stand in front of a light source, e.g. window or whiteboard, therefore precluding access to lip pattern?	N	Staff are aware and know to avoid this position in the classroom		
Can the teacher move to a position where the light source is not behind them causing a shadow?	Y			

Acoustics The presence of background noise especially for D/deaf and hearing-impaired learners who depend on their residual hearing, can become a barrier to learning in the classroom. A radio aid/sound field system can be effective as it amplifies and gives the teachers voice priority over background noise. However, this does not eliminate poor acoustics.	Yes/No	Recommendations	Priority L/M/H	Responsibility
Does the classroom have soft furnishings/surfaces e.g. carpet, fabric or hessian on the wall, to absorb sound thus decreasing reverberation?	Y			
Can windows be closed to minimise noise from outdoors?	Y			
Does equipment in the room such as the air-conditioning, heating or overhead projector create noise problems?	N			
Do the regular activities in nearby classrooms, hallways and from outside, produce noise (through open windows/doors) that can disrupt the learning of D/deaf and hearing-impaired learners?	N			
Every teacher has a different way of speaking. Is the voice of a specific teacher intelligible to D/deaf and hearing-impaired learners?	Y			
Is the noise level in the classroom regulated?	Y			

Seating Arrangements The way the desks and chairs are arranged in the learning environment impacts learning and communication in the classroom to a large extent. Ideally, seating that is organised in a semi-circle or circle compared to traditional rows of desks, is ideal for maximum access to communication.	Yes/No	Recommendations	Priority L/M/H	Responsibility
Can D/deaf and hearing-impaired learners see the teacher clearly?	Y			
Are the D/deaf and hearing-impaired learners seated near at or at the front of the classroom?	Y			
Can all the learners see each other clearly?	Y	Where applicable		
Does the seating plan take into account optimal positioning for D/ deaf and hearing-impaired learners who have better hearing in one ear?	Y			

Position and movement of teacher The teacher needs to be aware of the visibility of their position in the learning environment and whether they move around the classroom while teaching. This can become a roadblock to clear and visual access to the teacher and other visual elements in the room.	Yes/No	Recommendations	Priority L/M/H	Responsibility
Does the teacher speak while writing on the whiteboard or looking down at the computer at the same time? Can the learners lip-read easily?	N/A			
Does the teacher tend to pace up and down the class whilst speaking?	N			
Does the position of computers and presence of other equipment block the learners from seeing the teacher?	N			
Is the teacher's face visible at all times to learners who may depend on lipreading?	Y			

Safety Features	Yes/No	Recommendations	Priority L/M/H	Responsibility
Are flashing emergency alarms and/or vibrating pager system installed in case of a fire or break-in?	N	Emergency lighting would come on.	-	
Are pathways or the space in the learning environment free from obstructions?	Y		-	
Is a PEEP (Personal Emergency Evacuation Plan) in place for D/deaf and hearing-impaired learners?	N	Ensure all PEEPs are up to date and relevant for each specific child	H	

Audio Clips <small>Deaf/deaf/hearing impaired learners may not be able to access DVD/Audio clips on whole class or individual PC/I pads. Alternative arrangements must be in place to allow the D/deaf learners to access the same curriculum .</small>	Yes/No	Recommendations	Priority L/M/H	Responsibility
Use subtitles when watching videos.	Y	When necessary		
Use live voice for audio clips/assessments so D/deaf learner has access to lip pattern?	Y	When necessary		
Provision of transcription of the audio/video materials prior to or after the lesson.	Y	When necessary		
Provide visual material to support learning of any auditory instructions.	Y	When necessary		

Signed 1-1 support The teacher needs to carefully consider placement of support staff to ensure the D/deaf learner has access to them, the class teacher and their peers.	Yes/No	Recommendations	Priority L/M/H	Responsibility
Identified seating/standing position of sign support when whole class teaching is being delivered to ensure clear line of sight?	N/A			
Identified seating position of 1-1 support staff during independent or group tasks?	N/A			
If lesson is outdoors/in a different room or hall where will staff stand/sit?	N/A			

Specialist Equipment Many D/deaf learners will have personal specialist equipment (auxiliary aids) such as radio aids/mini mic/soundfield systems/cochlear implants/hearing aids and bone anchored hearing aids to support optimum access to the teacher's voice in lessons. All equipment requires regular checks to ensure that it is in full working order – deaf learners may not be able to hear when their equipment is not working optimally.	Yes/No	Recommendations	Priority L/M/H	Responsibility
There is an identified person within schools who has responsibility for checking equipment is stored safely at the end of the day, at weekends, and over holiday periods.	N/A			
Secure storage is available for specialist equipment.	N/A	Equipment is also used at home therefore storage is not required		
Member of school staff is identified to support learner in charging equipment in a specified location and checking the equipment is working.	N/A			

Appendix 4 Identifying and Addressing Barriers in the Physical Learning Environment for Learners with Visual Impairment

Internal Space	Yes/No	Recommendations	Priority L/M/H	Responsibility
Are doors and doorways: - kept clear of obstacles? - clearly visible eg. not left ajar, not made of glass.	Y			
Are floor textures used to denote location?	N			
If mats are used, are they safe (not curling up or sliding)?	Y			
Do any floor or wall-mounted hazards protrude into the space eg. cupboard corners?	N			
Are there any obstacles or clutter that may restrict access: - on the floor? - on table tops/worksurfaces? - hanging from ceiling or walls?	N			
Is layout regularly changed? If so, will the student be informed and given help to explore the changes?	N Y			

Changes in Levels	Yes/No	Recommendations	Priority L/M/H	Responsibility
Are steps or stairs clearly signed at the top and bottom eg. With tactile flooring?	N			
Are steps and stair edges sufficiently contrasted? (E.g. outdoor concrete steps should be edged as they are particularly difficult.)	Y			
Are there handrails in place on both sides of steps/stairs or ramps, and which: - extend beyond the steps / stairs (or at least to the end of the stairs). - contrast in colour to walls? - Are suitable height for the child or young person to hold?	Y Y Y			
Do the stairs have open undercarriage which might cause a hazard?	N	-		
Are steps and stairs well/evenly lit?	Y			

Storage, signs and displays	Yes/No	Recommendations	Priority L/M/H	Responsibility
Are signs and information labels accessible to the CYP eg. size of print, tactile, colour contrast, not crowded?	Y			
Are displays clearly labelled and at a suitable level?	Y			
Is matt laminate used?	N			
Are white/black boards/ portable writing boards positioned away from glare (and not backing onto windows)?	Y			
Are whiteboards/computer screens at correct height for student's use?	Y			
Are whiteboards kept clean?	Y			
Is equipment clearly labelled so that the pupil with vision impairment can collect and store equipment independently?	Y			

Lighting / Glare	Yes/No	Recommendations	Priority L/M/H	Responsibility
Where are natural sources of light and when is sunlight strongest in the area?		Windows in each class – blinds to prevent glare. Blinds need updating.		
Does natural lighting result in excessive brightness on sunny days?		See above		
Are there areas of glare from work surfaces, floors, computers, mirrors or gloss finishes?	N			
Are there blinds or curtains (preferably plain) which work and can control potential glare and control overall lighting levels?	Y	See above		
Are there any areas of shadow or	N			

darkness which might cause a difficulty?				
Are there any places where the CYP will need to adjust to different lighting levels eg. moving from classroom to cloakroom?	N			
Are lights switched off in areas not in current use?	Y			
Does overhead lighting appear adequate for the task? If not, is there provision for task lighting?	Y			
Does task lighting comply with health and safety regulations?	Y	See above		
Are there sockets for additional task lighting without hazardous trailing leads?	Y	See above		

Colour & Contrast	Yes/No	Recommendations	Priority L/M/H	Responsibility
Are work surfaces plain, and do they give good contrast?	Y			
Is there colour contrast between:				
walls - skirting boards - floor?	Y			
walls - ceiling?	Y			
walls - door frames - doors?	Y			
walls - handles - light switches?	Y			
walls - display edges	Y			
Does furniture contrast with floor/walls?	Y			
Is the ceiling light in colour?	Y			
Are floor/table coverings plain?	Y			

Auditory Considerations	Yes/No	Recommendations	Priority L/M/H	Responsibility
Does the area have features that may cause acoustic difficulties eg. high ceiling (over 12 ft), hollow floor, large areas of tiled wall?	N	Hall has high ceilings	L	
Can you hear echoes in the area eg. from speech / loud vocalisations / equipment / movement of chairs?	N			
Are there high levels of background noise?	N			
Is the CYP able to move near to the teacher or sound source?	Y			
Are quiet areas available here or elsewhere for withdrawal i.e.sensory break?	Y			

Outdoor Areas	Yes/No	Recommendations	Priority L/M/H	Responsibility
Are there tactile/visual clues to mark indoor/outdoor boundaries (e.g. metal grids, bristled doormats, ramps)?	Y			
Are pathways (and edges) clearly defined?	Y			
Are there handrails to aid balance/orientation?	Y			
Are there a variety of outdoor floor surfaces, delineating different areas?	Y			
Does playground equipment stand out visually from the surface or background?	Y			
Is playground equipment safe and well-maintained?	Y	Play Equipment surface area flooring to be cleaned and replaced if needed – funds allowing.		

Is playground equipment surrounded by soft textured ground?	Y	In both KS		
Does furniture (such as benches and 'bins') contrast with surroundings?	Y			
Are supporting posts, pillars and door retainers sufficiently contrasted from the background?	Y			
Are signs and signposts sufficiently clear for pupils to read?	Y			
Look at markings on playing fields / sports courts etc. for clear contrast.	Y	Playground and field markings redone when needed.		
Are school site boundaries clearly defined?	Y			
Are external hazards highlighted in yellow e.g. low railings, drainage channels?	Y	Drainage channels in yard have guards on them.		
Are routes kept free of obstacles eg. route to playing field/forest school area?	Y			
Are movable toys such as bicycles kept to a certain area/put away after use?	Y			
Are plants and trees trimmed so that they do not overhang the path?	Y			
Are shaded areas available?	Y			