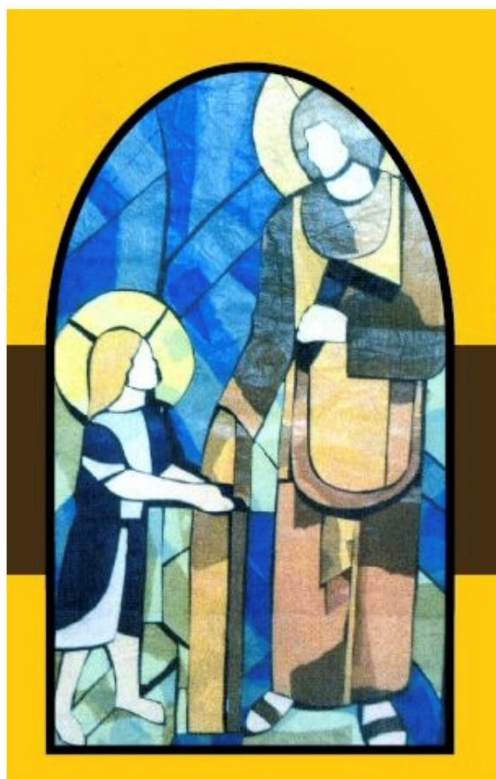


ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

# Accessibility Plan

## 2025-2028



*We follow in St. Joseph's footsteps, building a community of love, trust, respect and learning.*

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| Approved by: | Full Governing Body | Date: November 2025 |
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| Last reviewed on: |
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| Next review due by: | June 2028 |
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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

St. Joseph's Catholic Primary School values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for every child.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We will continue to seek the advice of Local Authority services, The Rosary Trust and outside agencies such as specialist teacher advisers and SEN consultants and appropriate health professionals to develop and implement our plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors.

**Definition of disability** - A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day- to day activities (Equality Act 2010)

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

| AIM                                                            | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                            | STRATEGY/ACTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PERSON RESPONSIBLE                                                                                                           | DATE TO COMPLETE ACTIONS BY                                                 | SUCCESS CRITERIA                                                                                                                                                                                                                                                                                                         |
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| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> <li>Our school offers an ambitious, scaffolded curriculum for all pupils.</li> <li>The curriculum is regularly reviewed to ensure it meets the needs of all pupils.</li> <li>Appropriate use of use of specialist equipment e.g. radio aids, writing slopes, coloured overlays, wobble cushions, visuals</li> <li>We aim to increase the number of curriculum resources which include examples of people with disabilities.</li> <li>We offer ear defenders to show we've also considered auditory sensitivity.</li> </ul> | <p>Maintain the quality of teaching so that high quality inclusive teaching is on offer for all pupils.</p> <p>Maintain an evolving, engaging and enriching curriculum that is accessible to all pupils.</p> <p>Review our curriculum content so that examples of disability are included into our curriculum.</p> <p>Review the resources children use to support their access to the curriculum.</p> <p>Continue to develop the 'Sensory Snug'.</p> | <p>Develop teacher expertise through rigorous, high quality CPD and mentoring of ECT.</p> <p>Continue to provide CPD across all curriculum areas.</p> <p>Review curriculum content for examples of disability.</p> <p>Curriculum lead teachers ensure access to their own subject area, ensuring learning is both accessible and equitable for all.</p> <p>Embed the use of visuals in all classrooms and develop dual coding.</p> <p>Embed 'dyslexic' friendly classrooms.</p> <p>Purchase Widgit to make visual resources</p> <p>Adding a sensory garden area accessed to the rear of the sensory snug.</p> <p>In the future we'd like to look at noise lessening possibilities, very few areas are carpeted but we could have all chairs with rubber tips for noise cancelling.</p> | <p>Headteacher<br/>SENCO<br/>Class teachers</p> <p>Headteacher</p> <p>Subject leaders</p> <p>All class teachers and LSAs</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Teachers trained in instructional and scaffolding methods for inclusive practice.</p> <p>Inclusion is at the heart of our school.</p> <p>All pupils continue to have access to an appropriate and ambitious curriculum.</p> <p>All pupils have access to resources that remove or reduce any barriers to learning</p> |

| AIM                                                                                                                                                                                                                | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | OBJECTIVES                                                                                                                                                                                                                                                                                                                | STRATEGY/ACTION                                                                                                                                                                                                                                                            | PERSON RESPONSIBLE                                                            | DATE TO COMPLETE ACTIONS BY                | SUCCESS CRITERIA                                                                                                    |
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| <p>Improve and maintain access to the physical environment</p> <p>Ensure that any major alteration or school refurbishment project provides improved facilities for all users of the school with a disability.</p> | <p>St. Joseph's Primary School is arranged over one level with several separate entrances.</p> <p>There are a few stairs, all stairs have stair lifts.</p> <p>There is one wheelchair accessible toilet available accessible for adults and children.</p> <p>The school is kept clear of clutter and obstruction.</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>All children feel safe and involved at playtimes.</p> <p>We strive to ensure that educational visits, sports day, and visitor accessibility are clearly communicated and inclusive for all learners.</p> <p>For all Educational visits, risk assessments are completed to evaluate access and additional adult allocation where required, and shared with headteacher.</p> <p>The school has on-site parking and facility to provide a disabled parking bay when required.</p> <p>There is a seated waiting area inside the main entrance.</p> <p>Signage to the school is clear.</p> <p>Play surfaces are accessible to all pupils.</p> <p>Class rooms have access to fans in summer months.</p> | <p>Ensure all doors leading into classrooms are either at floor level or are accessible.</p> <p>Maintain safe access round the interior and exterior of the school</p> <p>Ensure that access for all SEND children is provided at after school clubs to enable their full participation and engagement in activities.</p> | <p>Termly accessibility learning walks to monitor and review environment access.</p> <p>Review access to school, procedures for closing and locking gates.</p> <p>Premise walk</p> <p>Audit SEND children use of clubs.</p> <p>Risk assessments put in place if needed</p> | <p>SENCO</p> <p>Premises manager</p> <p>Pastoral lead</p> <p>Office staff</p> | <p>Termly</p> <p>Ongoing</p> <p>Termly</p> | <p>A fully accessible environment that values and includes all pupils, staff, parents and visitors is in place.</p> |

| AIM                                                                                                                                | CURRENT GOOD PRACTICE                                                                                                                                                                                                                                                                                                                                  | OBJECTIVES                                                                                                               | STRATEGY/ACTION                                                                                                                                                                                                                                                                                     | PERSON RESPONSIBLE                              | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA                                                             |
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| <p>Improve the delivery of information for disabled pupils and their parents to ensure better understanding and communication.</p> | <p>Our school uses a range of communication methods to ensure information is accessible.</p>                                                                                                                                                                                                                                                           | <p>Ensure parents know how to navigate the school website and the features that make the website accessible to them.</p> | <p>Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.</p>                                                                                                              | <p>Office staff<br/>Pastoral lead<br/>SENCO</p> | <p>September 2025</p>       | <p>A consistent and robust use of visuals is in place across the school.</p> |
|                                                                                                                                    | <p>The school website has an accessibility statement which highlights the many features designed to make the website accessibly friendly. - will be added to new website</p> <p>The school is continually working to improve the accessibility of the website.</p> <p>The school utilises technology to share information with pupils and parents.</p> | <p>Improve use of pictorial communication systems (Widgit)</p>                                                           | <p>Purchase Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). Senior SEND LSA to train on most effective ways to use Widgit. Senior SEND LSA to train all relevant staff members in how to use Widgit.</p> | <p>SENCO<br/><br/>LSAs</p>                      | <p>January 2026</p>         |                                                                              |

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the full governing body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and Safety and Wellbeing policy
- Equalities Policy and Equalities Plan
- SEND Policy and SEND Information Report
- Supporting Pupils with Medical Conditions Policy