



St Joseph's RC Primary School

2025-26

Accessibility Plan

Mission Statement

**'Through love and service, with Jesus in our hearts and heads,
we can achieve anything.'**



Accessibility Plan

The Governors and staff at St Joseph's RC Primary School are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. We believe that each person should be loved and valued so they can be, 'the human person fully alive.' We offer a broad and balanced curriculum and have high expectations of all children so that each and every child can realise their full potential.

Definition of Disability under the DDA

- You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.
 - To fall within the Act, a person must be substantially affected by their disability in one or more of the following capacities: Mobility; Physical co-ordination; Manual dexterity; Continence; Ability to lift, carry or otherwise move everyday objects; Speech; Hearing; Eyesight; Memory or ability to learn, concentrate or understand; Perception of risk or physical danger.
 - **What 'substantial' and 'long-term' mean**
 - 'substantial' is more than minor or trivial - e.g. it takes much longer than it usually would to complete a daily task like getting dressed
 - 'long-term' means 12 months or more - e.g. a breathing condition that develops as a result of a lung infection
1. St Joseph's R.C Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes. This plan is currently under review and will appear on the web site as soon as possible.



2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. St Joseph's R.C Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.



5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Single Equality & Community Cohesion Policy
 - Staff Development Policy
 - Health & Safety Policy
 - School trips and visits Policy
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Development Plan
 - Asset Management Plan / Suitability Survey
 - School Prospectus and Vision Statement
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The School's complaints procedure covers the Accessibility Plan.
11. The Accessibility Plan will be published on the school website.
12. The Accessibility Plan will be monitored through the Governor Curriculum Committee.



13. The Accessibility Plan may be monitored by Ofsted during Inspection processes.



LOCATION	ITEM TO IMPROVE	PHYSICAL ACCESS ACTIVITY	TIMEFRAME	Cost (est.) £
Car park	Record of registered disabled badge users accessing the site. Explore do we need additional marked disabled bays?	Suitable parking for disabled badge holder vehicles.	Dec 25	
Classroom allocation for disabled pupil	Ensure most appropriate classroom is selected for child requiring reasonable adjustment	Look at space, need for large desk and independence for child in moving around room. Reasonable adjustment	Sep 25	
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils or staff with disabilities which may impair ability to evacuate the building (Particularly from upstairs) Develop a system to ensure all staff are	Completed on a 'needs basis' in response to personal need All disabled pupils and staff working alongside are safe in the event of a fire or emergency All fire escape routes are suitable for all	Annually in September	



	aware of their responsibilities			
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St Joseph's School Accessibility Plan Sep 25- Sep 26: Improving the Curriculum Access				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Revised training for relevant staff in teaching and supporting children with medical conditions in school.	External services to deliver training in adaptations required and general understanding of needs	All staff have clear understanding of the needs of children with medical conditions and needs and how to ensure the curriculum is fully accessible to them.	End Autumn term 25	Children with medical conditions are included in all aspects of school life.
Training for staff in managing challenging behaviour using an emotion coaching approach. This includes children with diagnosed conditions e.g. ASC and ADHD	SENCO attends training and seeks specific advice from Educational Psychology , RANS TASC team, CAMHS All staff trained in positive handling theory and practical	All staff are familiar with the criteria for Identifying specific needs and how best to support these children in the classroom. All staff trained in positive handling theory and practical.	Spring Term	Children who display challenging behaviour including those with diagnosed ASC or ADHD are successfully included in all aspects of school life.



Audit and review PE curriculum to ensure PE is accessible to all	Audit current provision to identify areas in which access to PE could be improved Opportunities for children with SEND to access after school sports and sports partnership events.	All children to have equal access to PE arrangements and able to excel in this subject	End Spring 25	All children to have equal access to PE arrangements and able to excel in this subject. Additional gross motor groups taught by sports leader.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Dec 25	Increase access to all school activities for all pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables and transitions books for children with ASD	Children have access to a range of resources to support their learning.	From Sept 25	School's curriculum is inclusive promoting participation and independence.



Ensure all children on SEN register have a Pupil Passport and are included on the school provision map.	Provision maps for all children on SEN register.	Provision map is up to date and forms a key part of the planning process of intervention for all pupils.	October half-term 25	Provision maps in place and highlighted to support the needs of Individual children.
TA deployment – SEN TEAMS	Decisions around TA deployment are taken by SLT who have the 'big picture' and can target appropriately to meet need	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons	Reviewed annually	Children who need individual adult support to participate in all activities and have appropriate access to this support.

St Joseph's School Accessibility Plan Sep 25- Sep 26: Improving the Delivery of Written Information				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats. Additional languages, large print	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats on request for individual purposes. Parents / carers, on request, will	From Sept 25	Delivery of information to pupils and parents/carers improved



		be supported with completing written forms.		
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	.	Parental opinion is surveyed and action taken appropriately