St. Joseph's

Catholic Primary School

Accessibility Policy

Date of Last Review – September 2026

Contents

Statement of intent

1. Planning duty 1: Curriculum
2. Planning duty 2: Physical environment
3. Planning duty 3: Information

Statement of intent

This plan outlines the proposals of the governing board of **St. Joseph's Catholic Primary School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favorably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

We are a Catholic primary school for boys and girls age range 4-11 years. The school comprises of several buildings covering a small site, mostly of one storey construction.

The School's Aims

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community

in its richness and diversity
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group:

- SEND Governor
- Head Teacher
- SEN OR Learning Support Coordinator
- Bursar
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The purpose and direction of the school's plan: vision and values

St Joseph's is a Catholic Primary School. We believe that everyone is made in the image and likeness of God. It is our strongly held belief that all children, parents, staff and member of our wider school community should be able to fully participate in all aspects of school life

Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members may not fully know whether the curriculum is accessible or not to pupils with SEND	Audit of curriculum with regards to its accessibility for pupils with SEND – when SLs meet with DHT – drop ins	Headteacher/DHT/ teachers/SENCO	Summer 2026	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2027
	Staff members may not have all the skills necessary to support pupils with SEND and the wide and emerging range of needs.	Regular INSET provided to staff members: teachers and TAs Training for teachers on supporting SEND needs in curriculum.	Headteacher/ External advisors/SENCO	Summer 2027	Staff members have the skills to support children with SEND	Autumn 2027
Medium term	School trips may not take into account emerging needs of pupils with SEND	Needs of pupils e.g. pupils in Y3 and Y4 pupil with SEND incorporated into planning process – e.g Y6 residential	Teachers/SENCO	Spring 2026	Planning of school trips takes into account pupils with SEND	Summer 2026
Long term	Pupils with SEND may not be able to access different lessons	Taking each child and their needs individually, continually assess and review those needs and make adjustments to pupils with SEND	Headteacher/ICT Manager/SENCO	Spring 2026 and ongoing	Pupils with SEND can access lessons	Spring 2027

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management may not fully know if the school's physical environment is accessible	Audit of physical environment	Building surveyors/ Resources health and safety inspection group	Spring 2027	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Summer 2027
Medium term	Learning environment of staff and pupils with hearing impairment may not be fully accessible	Incorporation of adjustments to meet needs	SENDCO/SLT	Autumn 2026	Learning environment is accessible to pupils with hearing impairments	Spring 2027
	Wheelchair users may not be able to access *daily mile* track easily	Ensure there is easy access to track when installed	SENDCO/SLT	Spring 2027	Daily mile track is accessible to wheelchair users.	Spring 2027
Long term	Children with physical disabilities may not easily access school buildings	Construction work undertaken	School business manager/building contractors	Summer 2027	School building is fully accessible	Autumn 2027

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not always know whether school information is accessible or not	Audit of information delivery procedures	SENCO/SLT	Spring 2027	School is aware of accessibility gaps to its information delivery procedures	Summer 2027
	School may not always know how to make all written information accessible	School seeks advice from external advisors	SENCO	Summer 2027	School is aware of local services for converting written information into alternative formats	Autumn 2027
Medium term	Written information may not always accessible to pupils with visual impairments	Research means in which to provide written information in alternative formats can be made available	SENCO/SLT	Spring 2027	Written information is fully accessible to children with visual impairments	Summer 2027
Long term	School website may not always accessible to children with SEND depending upon emerging needs.	Audit of website	SENCO/SLT	Spring 27	Website is fully accessible	Annually from spring 2027