



St Joseph's Catholic Primary School

Accessibility plan

2025-26

This policy should be read in light of our Mission Statement as follows:

At St. Joseph's, we live, love and learn by the example of Jesus.

This forms the basis for the aims, values and long-term development of the school.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body.

The review process can be delegated to a committee of the Governing Body, an individual or the Head.

This plan shows how St Joseph's intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

Contextual Information

All classrooms are at ground level

A Disabled toilet is available near the entrance

The school has ramp access via the main office and also step free access through all other entrances

Our Nursery class is in a separate building, adjacent to the main building, at ground level.

At St. Joseph's we live, love and learn by the example of Jesus.
Aspiring for excellence for all, together as a catholic community.



All other classrooms and the office and staff areas are in the main building which is all at ground level.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities that include moderate and specific learning disabilities.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia, adaptive teaching and recording methods.	On-going and as required	SENCO	Raised staff confidence in strategies for adaptive teaching and increased pupil participation
Ensure all staff are aware of disabled children’s curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child.	On-going and as required	SENCO	All staff aware of individuals needs
Use IT software to support learning	Audit need and resources.	Termly	IT co-ordinator /SEN CO	Wider use of SEN resources in classrooms
All educational visits to be accessible to all Accessibility vetted for appropriateness	Develop guidance for staff on making trips. Ensure each new venue is visited prior to making the trip Seek parental guidance on individual child. Ensure availability of parent to accompany child on visit if required	On-going	HT Teaching staff	All pupils in school able to access all educational visits and take part in a range of activities



Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the APDR process when required.	As required	SENCO	Pupil Passports in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents' access needs and meet as appropriate.	Induction and ongoing if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers.	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment process.	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.	As required	Headteacher	All disabled pupils and staff working alongside are safe in the event of a fire

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms	Annually	Office/ Website	All parents receive information in a form that they can access



	Ensure website and all document accessible via the school website can be accessed by the visually impaired.			All parents understand what are the headlines of the school information
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	December 2025	SENCO	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible.	As required	Headteacher	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	December 2025	Office	All can access information about the school

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

To be reviewed November 2026