



# St Joseph's Catholic Primary School

# Accessibility Plan

Review: Autumn 2025

St. Joseph's Catholic Primary School is committed to providing an environment that is suitable and sufficient for all educational purposes which values and includes all students, staff, parents and visitors regardless of Special Educational Needs or Disabilities.

St. Joseph's Catholic Primary School is committed to challenging negative attitudes about disability and discrimination and accessibility to ensure we develop a culture of awareness, tolerance and inclusion.

St. Joseph's Catholic Primary School is committed to improving the physical environment of the school, the curriculum within the school, and the access of information to all stakeholders with disabilities.

Attached is the action plan relating to the key aspects of accessibility as outlined in the Equality Act 2010 and St. Joseph's Catholic Primary School Equality Objectives.

This plan operates alongside the St. Joseph's Catholic Primary School SEND Policy and is consistent with it in terms of principles and resourcing.

The plan will be adjusted and reviewed annually.

St. Joseph's Catholic Primary School acknowledges a role in raising awareness and training staff and governors in all matters related to disability discrimination and the need to inform attitudes on this matter.

St. Joseph's Catholic Primary School website will make reference to this Accessibility Plan.

The Plan will be approved by Governors and monitored by the Governing Body.

Objective	Progress	Aims	By Whom	By When
<p><b>To improve the extent by which disabled pupils can participate in the school's curriculum.</b></p>	<ul style="list-style-type: none"> <li>• Disabled students follow the same curriculum as other students who are not disabled.</li> <li>• Disabled students are invited to attend all school trips and supported in doing so if needed. Risk assessments reflect the needs of the class. Reasonable adjustments made to ensure all children have access to enrichment.</li> <li>• Induction forms for Reception intake audit disability.</li> <li>• Clubs offer for students with disabilities has increased e.g. chess club.</li> <li>• MAT Inset Day training linked to Inclusion</li> <li>• Planning takes place in advance to enable students to participate in trips and extracurricular activities. Risk assessments written to identify needs.</li> <li>• Communication and relationships with parents in this regard is developing.</li> <li>• Disabled students requiring additional resources or staffing for specific lessons such as practical subjects are supported and timetabled to ensure their needs are met.</li> <li>• Practical adjustments made to classroom environment to ensure children can access the</li> </ul>	<ul style="list-style-type: none"> <li>• To audit the school for students who are registered disabled or consider themselves disabled and ensure this model is working. Including parents/guardians or carers.</li> <li>• To audit the school and identify areas which could be developed to further meet the needs of our children with neurodiversity.</li> <li>• To ensure that all staff are aware of disabled students and make reasonable adjustments and plan for their needs within school trips or extra-curricular activities.</li> <li>• To review the transition forms to ensure that registered disabled children are identified immediately at transition.</li> <li>• Continue to monitor the uptake and expand if possible the extra-curricular activities available to students with disabilities.</li> <li>• Training to be offered to staff on disability discrimination and creating and inclusive curriculum.</li> <li>• Ensure students with a disability are trained to use the IT resources available and specific to their needs. Develop use of assistive technology.</li> <li>• Collective Worship to educate children further on those with disabilities e.g. Paralympian assembly and Neurodiversity</li> </ul>	SLT	September 2025

Objective	Progress	Aims	By Whom	By When
	<p>learning e.g. position in class, table arrangements.</p> <ul style="list-style-type: none"><li>• IT is accessible for all students</li><li>• Classes to be kept clutter free- low sensory classrooms</li></ul>			

Objective	Progress	Aims	By Whom	By When
<p><b>To improve the physical environment of the school for the purpose of increasing the extent to which disabled students and staff are able to take advantage of the educations, benefits, facilities and services offered by the School.</b></p>	<ul style="list-style-type: none"> <li>• Mobile ramps used to enable wheelchair access to lower hall and corridors free from obstructions.</li> <li>• Disabled toileting facilities are in place and available.</li> <li>• Students and parents/guardians who are disabled have access to disabled parking bays and flexible access to the school buildings and gates.</li> <li>• Parents who have a disability or mobility difficulties have access to school car park.</li> <li>• Adapt physical environment where practical and financially viable to reflect the needs of disabled children without disadvantaging others.</li> <li>• Accessibility reviews of school drive improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that the buildings are maintained and in keeping with the Equality Act, stairways well lit, doors are easy to open, contrast flooring is available. E.g. high visibility markings on changing levels and ramps.</li> <li>• To continue to ensure disabled parking arrangements are in place for all students with a disability and that the school is flexible about the use of these facilities.</li> <li>• Disabled permits to be made to display if parking in marked bays.</li> <li>• To investigate barriers of a lift being installed in both main and new building to improve accessibility to upper hall and Y6 corridor.</li> <li>• To investigate safety in accessibility of lower playground (viability of having a tarmac slope).</li> <li>• Staff to receive appropriate training on neurodiversity, visual impairment etc.</li> </ul>	<p>SLT Site team / premises manager</p>	<p>September 2025</p>

Objective	Progress	Aims	By Whom	By When
<p><b>To improve the delivery to disabled students of information which is readily accessible to students who are not disabled</b></p>	<ul style="list-style-type: none"> <li>• Students work is routinely put in larger fonts when required / copied onto coloured paper as needed.</li> <li>• All school information is displayed electronically so parents and students can access at home using compatible software or enlarging screens.</li> <li>• Larger parent meetings are routinely held in the lower hall close to the reception area.</li> </ul>	<ul style="list-style-type: none"> <li>• All letters sent home should be in accessible fonts and monitored to ensure readability.</li> <li>• Different formats used.</li> <li>• Training to be offered to staff on disability discrimination and creating an inclusive curriculum.</li> <li>• Investigate what other electronic devices the school can invest in to provide enhanced access to resources.</li> <li>• Training and INSET resources produced in different formats to meet the needs of all staff e.g. enlarged text.</li> <li>• Emails sent in enlarged text where appropriate to meet the needs of the school community.</li> </ul>	<p>SLT and Office team</p>	<p>September 2025</p>