



St Joseph's Catholic Primary School

Accessibility Policy

Through our loving God

We follow in the footsteps of St Joseph

Who helps us to be gentle, caring and hardworking.

As we learn together, we love, value and welcome everyone.

Date adopted: September 2026
Review date: September 2027
Policy owner: Headteacher

Introduction and legal framework

- This Accessibility Policy supports St Joseph's Catholic Primary School's vision: "As we learn together, we love, value and welcome everyone." It demonstrates the school's commitment to equality of opportunity for disabled pupils, staff, parents and visitors in line with the Equality Act 2010 and the statutory duty to prepare, implement and keep under review an Accessibility Plan.
- This policy should be read alongside: the school's Equality, SEND, Teaching & Learning, Admissions, Behaviour, Health & Safety and Safeguarding policies.
- Legal basis:
 - Equality Act 2010 (including duties to make reasonable adjustments and avoid discrimination).
 - The requirement for an Accessibility Plan (Schools and Academies).
 - Relevant DfE guidance and statutory SEN provisions.
- OFSTED framework note: As a school following the OFSTED inspection framework, inspectors may review the school's approach to accessibility as part of Leadership & Governance, Inclusion, and Safeguarding. Leaders should ensure the Accessibility Plan is implemented, resourced and monitored.

Purpose

- To set out how St Joseph's will:
 - Increase the extent to which disabled pupils can participate in the school's curriculum.
 - Improve the physical environment of the school to increase access to education, benefits, facilities and services.
 - Improve delivery of information to disabled pupils that is accessible to pupils who are not disabled.
- To ensure that our policies, procedures and practical steps remove barriers to access for children and families with disabilities and those with SEND.
- To ensure compliance with the Equality Act 2010 and related statutory duties.

Scope

- Applies to all pupils, prospective pupils, staff, governors, parents/carers, visitors and volunteers.
- Covers physical access, curriculum access, communication and information, and community engagement.

Key principles

- Inclusion: All children are valued equally. Reasonable adjustments will be made to ensure full participation.
- Anticipatory duty: The school will anticipate needs and plan ahead rather than waiting for requests.
- Person-centred approach: Plans and adjustments are based on individual needs, considering pupils' preferences and parental input.
- Proportionality and reasonableness: Adjustments will be reasonable, practicable and proportionate, taking account of resources and safety.
- Continuous review: The Accessibility Plan will be live, resourced and reviewed regularly.

Roles and responsibilities

Governing Body

- Ensure the school fulfils its statutory duties under the Equality Act 2010.
- Approve and monitor the Accessibility Policy and Accessibility Plan, ensuring adequate resources are allocated.

Headteacher / Senior Leadership Team (SLT)

- Lead and coordinate implementation of the Accessibility Policy and Plan.
- Ensure staff training, risk assessments and reasonable adjustments are in place.
- Report progress and barriers to the Governing Body.
- Oversee physical adaptations, compliance with building regulations and planned maintenance linked to accessibility improvements.
- Ensure emergency evacuation procedures include disabled pupils and staff.

SENDCo

- Maintain up-to-date knowledge of pupils' needs; ensure personalised access strategies are in place (e.g., ILPs, EHCPs, provision maps).
- Coordinate assessments, assistive technology and liaison with external professionals.

Class Teachers and Support Staff

- Make classroom-level reasonable adjustments, differentiate teaching and ensure inclusive practice.
- Keep records of adjustments and their impact.

Parents / Carers

- Share information about children's needs and contribute to planning reasonable adjustments.
- Work collaboratively with the school to review and update access arrangements.

Pupils

- Contribute to planning where appropriate (age-appropriate), expressing preferences about learning and access.

Wider community and partners

- External agencies, health professionals and diocesan advisors support assessment and advise on adaptations.

Accessibility Plan – strategic objectives

Objective 1 — Physical environment: Improve access around the school site

- **Actions:**
 - Conduct a full access audit (internal & external) and produce a prioritised action plan.
 - Ensure accessible parking, smooth dropped kerbs, ramps, handrails, tactile surfaces where needed.
 - Maintain and, where necessary, adapt toilet and changing facilities (including accessible toilets and changing benches).
 - Ensure classrooms, corridors and entrances provide clear, unobstructed routes for mobility aids.
 - Fit visual contrast markings on steps and handrails; ensure good lighting.
 - Install hearing loop at reception/assembly areas if there is demand.
 - Ensure signage is clear with large print, pictorial aids and braille as appropriate.
- **Monitoring success:**
 - Completed action items, reduced barriers logged, positive feedback from disabled users.

Objective 2 — Curriculum access: Ensure disabled pupils can access and make progress across the curriculum

- **Actions:**
 - Ensure the curriculum design and lesson delivery include reasonable adjustments and differentiation.
 - Provide accessible resources, multi-sensory approaches, assistive technology, large-print materials, coloured overlays, modified worksheets, audiobooks and adapted PE provision.
 - Train staff on inclusive teaching strategies, differentiation, scaffolding and use of assistive tech.
 - Ensure pupils with SEND and/or disadvantaged pupils have timely adult support, in-class interventions and access to the full curriculum.
 - Use assessment and tracking to monitor participation and outcomes for disabled pupils and make adjustments.
 - Ensure early years/pre-school planning aligns with Reception to improve access transition (OFSTED recommendation).
- **Monitoring success:**
 - Progress data for disabled pupils; lesson observations; work sampling; pupil voice reports.

Objective 3 — Communication and information: Improve access to information for disabled pupils and families

- **Actions:**
 - Provide school communications (letters, newsletters, website content) in multiple formats on request (large print, email, translated, easy read).
 - Ensure website meets accessibility standards (WCAG 2.1 AA where feasible).
 - Provide alternative arrangements for parent meetings (e.g., BSL interpreters, phone/video calls, home visits) when requested.
 - Ensure emergency and curriculum information is accessible (visual aids, symbols, plain English).
 - Maintain up-to-date accessibility information in admissions and transition documents.
- **Monitoring success:**
 - Requests for alternative formats are met within reasonable timeframes; parent feedback; website accessibility checks.

Objective 4 — Culture, attitudes and training: Build staff capacity and community awareness

- **Actions:**
 - Provide regular training for staff on the Equality Act, reasonable adjustments, SEND needs, communication strategies and disability awareness.
 - Ensure governors and SLT receive training on their duties and Accessibility Plan oversight.
 - Promote inclusive values through assemblies, RE curriculum, pupil leadership groups and community engagement.
 - Encourage pupil voice for disabled pupils and representation on school councils.
- **Monitoring success:**
 - Training records, staff confidence surveys, evidence of inclusive practice in classrooms.

Objective 5 — Admissions, transitions and partnerships: Ensure smooth access at entry and onward transition

- **Actions:**

- Include accessibility and support needs questions in admissions forms and pre-admission meetings.
- Conduct transition plans for pupils moving from pre-school to Reception and to secondary school, including joint planning with receiving settings.
- Work with health and social care partners to implement support plans (EHCPs, therapy plans).
- Ensure pre-school curriculum aligns precisely with Reception early maths and phonics (OFSTED recommendation) to prepare children and ensure accessibility in learning progression.

- **Monitoring success:**

- Reduction in transition difficulties, positive feedback from families and receiving schools, attainment/engagement metrics.

- **Reasonable adjustments procedure**

- When a need is identified (admission, referral, staff disclosure, health event):
- Record need in the central access register.
- Assess required reasonable adjustments (SENDCo + class teacher + parent + external professionals).
- Produce an Individual Access Plan (IAP) where appropriate; record actions, responsibilities, timescales and review dates.
- Implement adjustments and monitor impact; update IAP and central register.
- Examples of reasonable adjustments:
 - Physical: ramps, door access, accessible toilets, specialist furniture.
 - Curriculum: adapted tasks, extra time, exam arrangements, scaffolds.
 - Communication: large print, translated letters, BSL interpreters, assistive tech.
 - Staffing: in-class support, trained TA provision, exam readers/scribes.

Emergency planning and evacuation

- Personal Emergency Evacuation Plans (PEEPs) will be created for pupils or staff requiring assistance in emergency evacuation.
- Ensure evacuation routes, refuges and staff training are in place.
- Regular drills will include scenarios for disabled pupils and staff.

Monitoring, review and reporting

- The Accessibility Plan will be reviewed at least every 3 years and updated as required. The Governing Body will formally approve it.
- SLT will provide annual progress reports to the Governing Body outlining completed actions, impact measures, outstanding actions and resource requests.
- The Accessibility Policy will be reviewed at the same cycle to ensure alignment with the Plan and statutory guidance.
- Stakeholder engagement:
 - Consult pupils, parents, staff and external professionals when producing and reviewing the plan.
 - Publish the Accessibility Plan on the school website and make hard copies available on request.

Resources and funding

- The responsible body (Governing Body) will ensure allocation of adequate resources for implementing the Accessibility Plan in line with Equality Act 2010 guidance.
- Funding sources may include school budget, delegated SEN funding, capital funding bids, and external grants.

Equality impact assessment

- The school will conduct an equality impact assessment when reviewing policies, plans and significant changes to ensure no adverse impact on disabled pupils or community members.

Record-keeping

- Maintain:
 - Central access register.
 - Individual Access Plans / PEEPs.
 - Records of consultations, external professional reports and implementation evidence.
 - Training logs and review minutes.

Complaints

- Any concerns about accessibility or failure to make reasonable adjustments should be raised via the school's complaints procedure. The school will investigate and respond within specified timescales. If unresolved, complainants may contact the LA, Diocese or the Equality Advisory and Support Service (EASS).

Communications and publication

- This policy and the Accessibility Plan will be published on the school website and made available in alternative formats on request.
- Parents and staff will be informed of changes and progress via newsletters, staff briefings and the school's communication channels.

Review

- This Accessibility Policy will be reviewed by SLT and the Governing Body at least every three years or sooner in response to changes in legislation, building works, or the needs of pupils.