



# Accessibility Plan

## **Contents:**

1. Statement of intent
2. Legal framework
3. Roles and responsibilities
4. The Accessibility Audit
5. Monitoring and review
6. Planning duty 1: Curriculum
7. Planning duty 2: Physical environment
8. Planning duty 3: Information

## 1. Statement of intent

This plan outlines how St Joseph's Catholic Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Trust Board.
- Local Governing Board.
- External partners.

## 2. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy

- Equality Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

### 3. Roles and responsibilities

The trust and local governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 4. The Accessibility Audit

The local governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities

- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## **5. Monitoring and Review**

This plan will be reviewed on an annual basis by the governing board and headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

## 6. Planning Duty 1: Curriculum

Targets	Accessibility Issue	What needs to happen?	Who will do it?	When will it be done?	Outcome	Review
Short Term Year 1	Staff unsure if curriculum is accessible to all pupils.	Audit the curriculum	All Staff	Summer 2025	Staff will become aware of accessibility gaps in the curriculum.	Summer 2026
Short Term Year 1	Staff do not have the skills to support pupils with SEND	Training provided where needed. Training for Staff on adaptive teaching.	Headteacher External advisors CCT SEND Leader SENCO	Summer 2025	Staff members will have the skills to support pupils with SEND.	Summer 2025
Medium Term Year 2	School trips do not take into account pupils with SEND.	Needs of SEND pupils will be incorporated into the planning process.	Teachers SENCO	Spring 2026	Planning of school trips takes into account the needs of SEND pupils	Summer 2026
Long Term Year 3	Pupils with SEND are unable to access all lessons	Provide tablets and other needed adjustments for pupils with SEND	Headteacher IT Lead SENCO	Autumn 2026	Pupils with SEND can Access all lessons.	Spring 2027

## Planning Duty 2: Physical Environment

Targets	Accessibility Issue	What needs to happen?	Who will do it?	When will it be done?	Outcome	Review
Short Term Year 1	Management unsure if school's physical environment is accessible.	Audit of physical environment, especially ramp at rear entrance.	Building surveyors	Summer 2025	School is aware of accessibility barriers and will make a plan to address them.	Autumn 2025
Medium Term Year 2	Learning environment is not accessible to pupils with visual impairments.	Incorporate appropriate colour schemes	Caretaker	Summer 2025	Learning environment is accessible to pupils with visual impairments.	Autumn 2026
Medium Term Year 2	Not all toilets are easily accessible to all.	Handrails installed	Caretaker	Summer 2026	Pupils in all classes can easily access suitable toilet facilities.	Autumn 2026
Long Term Year 3	Pupils with physical disabilities cannot enter all areas of the school building.	Construction work undertaken	Building contractors	Summer 2026	All areas of the school are fully accessible.	Autumn 2026

### Planning Duty 3: Information

Targets	Accessibility Issue	What needs to happen?	Who will do it?	When will it be done?	Outcome	Review
Short Term Year 1	Management staff do not know if school information is accessible.	Audit of information delivery procedures.	SENCO IT Manager	Spring 2025	School is aware of accessibility gaps to its information delivery procedures	Autumn 2025
Medium Term Year 2	Written information is not accessible to visually impaired pupils.	Provide written information in alternative formats. Incorporate appropriate colour schemes when refurbishing and install blinds at all windows.	SENCO IT Manager Caretaker	Summer 2025	Written information is fully accessible to visually impaired pupils	Spring 2026
Long Term Year 3	School website is not accessible to children with SEND.	Audit of website.	AHT IT Manager	Autumn 2025	School website is fully accessible to children with SEND.	Spring 2026