St Joseph's Accessibility Plan 2026-2029

Approved by:	**Date:**
Last reviewed on: **October 2026** **Next review due by:** **October 2029**	

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Our Mission Statement is: Through Christ, we achieve our Personal Best

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• All learning activities within the class are planned and adapted so that all children are able to access learning according to their specific needs • We use resources tailored to the needs of pupils who require support to access the curriculum (both teaching and learning resources and resources to support access to the curriculum) • Personalised curricula in place for children who need them • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Assess - Plan – Do- Review cycle in please to ensure children with additional needs continue to be able to access the curriculum	To continue to provide high-quality professional development to enable staff to meet the needs of children with a range of SEN and disabilities. To continue to adapt the curriculum and learning resources to meet the needs of all pupils including those with disabilities	Staff to have access to online and face-to-face CPD relating to SEND Termly meetings between SENCO and class teachers to plan adaptations to the curriculum and support for pupils with SEND Plan- Do-Review cycle used to support all pupils with additional needs	HT/SENCO/IM	Aut 2026 Then ongoing	• All children, including those with disabilities and additional needs, will be able to access learning through carefully planned adaptations • Resources are tailored to the needs of individual children • Resources used reflect diversity • Pupils will additional needs make progress and their progress is carefully tracked • Monitoring of targets demonstrates they are appropriate for the needs of pupils with additional needs • Teachers have the skills and knowledge to support all pupils including those with additional needs

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as required. This includes: • Ramps to enter the building • Library shelves at wheelchair accessible height • Seating plans to support those with additional needs	To consider how to further adapt the physical environment to improve access given the constraints of being a listed building with 6 flights of stairs To put in place alternative arrangements where access to the school is not possible for parents and carers (eg online meetings, recordings of meetings)	Timely discussions with parents and carers where alternative access arrangements are needed	SENCO/HT/IM Site team	Ongoing	• Physical environment is adapted where possible to meet access needs • Parents and carers with access needs and disabilities can participate in the life of the school
Improve the delivery of information to pupils and parents/carers with disabilities and additional needs	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Large print resources where necessary for statutory tests • 1:1 support for pupils with EHCP • SALT support for pupils with additional needs • Assessments arranged with relevant professionals for pupils with communication difficulties where required • Induction loops/microphones for children with hearing impairment	To ensure all pupils and parents/carers are able to access information To meet the needs of individual pupils during statutory end of KS2 tests. To ensure pupils during the phonics screening and KS1 assessment period are sufficiently supported To ensure pupils with speech and	Submission of applications for access arrangements well before the statutory tests Professional development on S&L and oracy for all staff Review all methods of communication with parents	SENCO/SLT/ HT	Ongoing	Parents are able to access information from and about the school with ease Pupils have the communication and language skills necessary to access the curriculum and make their needs known Pupils are able to access statutory tests with appropriate access arrangements

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	• Pictorial or symbolic representations during lessons and the school day • Makaton to support communication • Digital, audio or video formats • Communication in home languages where possible for carers and pupils	communication needs are supported to access information				Teachers have the skills to facilitate and develop language and communication with pupils
Offer additional support to meet the needs of young carers and their families	• Identify any young carers in the school • Offer online appointments with carers where appropriate	To ensure any young carers in the school and their families have the support and resources they need to continue to access education	To continue to identify any young carers To work with young carers, their families and outside agencies to provide support for them	SENCO/DSLs/HT	Ongoing	Young carers are supported to attend school and to access the full range of opportunities available The families of young carers are supported to engage with school

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the head of school and the SENCO.

It will be approved by the local governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

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