



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2014 (SENCo). It draws on the guidance set out in The SEN and disability code of practice DfE Jan 2015.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):
"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

Key Objective of the Policy

To reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, prospective pupils and our adult users with a disability.

St Joseph's School buildings are can meet the needs of disabled pupils:

- The majority of the classrooms are on the ground floor and the school can adapt the classes to accommodate access for all pupils.
- use of these classrooms can be rotated to meet pupils' needs.
- The majority of public-access rooms, including front and back entrances, toilets, and the hall are on the ground floor.
- Key Stage 1 area has steps from the playground, however there are other entrances available to accommodate access.

Mission Statement 'You are precious in my eyes.'

St Joseph's makes all children welcome irrespective of race, creed, colour or learning difficulties or impediments. The school aims to ensure that every child has access to the premises, curriculum and related resources and will make every effort to provide children with the support they require. The school has a caring ethos and children with disabilities (and their parents/carers) will be welcomed and valued within the school community and take part in the full range of activities.

Links to other plans:

This plan is linked to other plans in the school.

- The Asset Management Plan
- The School Development Plan
- The SEND Policy
- School Improvement Plan
- Equal Opportunities policy
- Equality Policy

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;
2. The school recognises its duty under the DDA (as amended by the SENCo):
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
1. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
2. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
3. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

Activity

St. Joseph's School has identified the following points for in order to achieve the key objective:

a) Delivery of the curriculum

The school staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Future works required to improve DDA compliance

- the new system for the evacuation of the building will include warning lights as well as sound
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Recent DDA works carried out

- Reception and Nursery entrance can accommodate wheelchair access.
- The new reception entrance area has a low level signing in area

c) Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Curriculum:

To meet the needs of our pupils we need to ensure that:

- Ensure continued equality of opportunity and access in all subject policy and access in all subject policy and scheme of work reviews
- We provide more resources for a range of disabilities/impairment appropriate to the subject areas – ICT equipment
- Provide an increased variety of play/games equipment for use at lunch time break
- Raise staff awareness (teaching and non-teaching) by training and discussion
- Raise pupil awareness and empathy through PSHE
- To monitor that all pupils have access to all curriculum areas and after school activities
- To monitor pupil outcomes through the school tracking system – to ensure that there are high expectations of all pupils

- The school will continue to seek and follow advice of LA services and appropriate health specialists.

The plan is also available in the following formats, on request to the Headteacher: email; enlarged print version, school website and other formats by arrangement.

This plan will be reviewed bi-annually and revised if necessary.

Mrs C M Monaghan

Approved by	FGB
Date	October 2025
Review	October 2027