



St Joseph's Catholic Primary School Accessibility Plan 2024-2026

Purpose of the Plan

The purpose of this plan is to show how St Joseph's Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

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.

Legal Background

The DDA Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governors of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe. St Joseph's Catholic Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The Current Range of Disabilities within St Joseph's Catholic Primary School

- The school has children with a limited range of disabilities which include, Downs, Autistic Spectrum Disorder and serious medical conditions. When children enter school with specific disabilities, the school contacts the LA and Outreach Multi Agency professionals for assessments, support and guidance for both school and parents.
- We have children who have asthma and all staff are aware of these children. An asthma register is regularly updated and Inhalers are kept in the classrooms and a record of use is noted.
- Staff training in Asthma, Anaphylaxis, Diabetes, Allergies and Epi -Pen usage is annually renewed
- Some children have allergies or food intolerances/cultural food choices- these accommodated to the best of the catering staff's ability and financial limitations.
- All medical information is collated and available to staff, via our school First Aid leader (Mr J Lynch). Each teacher is also kept abreast of relevant medical records and updates, via the School Inclusion Manager (Mr B Harvey) and/or the First Aid TA. All staff have a medical folder in class.
- We have competent First Aiders who hold current First Aid certificates; these are regularly renewed.
- All medication is kept in marked sealable plastic boxes in classrooms, out of reach of children unless it is required to be refrigerated, providing easy access for First Aiders and staff members. Administration of Medicines with a care plan is monitored by the First Aid TA – with available support from the School Nursing Team. Medication is kept in the school office.

Approved by the Academy Committee _____

Date _____

Renewal date Spring 2026



Accessibility Plan 2024- 2026

Targets	Strategies	Time frame	Outcomes	Success Criteria
<i>EQUALITY AND INCLUSION</i>				
<i>To ensure that the accessibility Plan becomes a regular item at LGB meetings along with issues relating to SEN pupils.</i>	<i>Clerk to governors to add to list for LGB meetings</i>	<i>Annually.</i>	<i>Adherence to legislation.</i>	<i>That the accessibility Plan becomes a regular discussion at LGB meetings</i>
<i>To improve staff awareness of disability issues. Whole school community aware of issues.</i>	<i>Review staff training needs.</i>	<i>On-going</i>	<i>Provide training for members of the school community as appropriate.</i>	<i>That staff awareness of disability issues continues to strengthen.</i>
<i>To ensure that all policies consider the implications of disability access.</i>	<i>Consider during review of policies.</i>	<i>On-going.</i>	<i>Policies reflect current legislations</i>	<i>That all policies consider the implications of disability access.</i>
<i>PHYSICAL ENVIRONMENT</i>				
<i>Continue to develop and promote physical access arrangements to access the site.</i>	<i>Promote the use of the ramp, disabled toilet, Disabled parking availability.</i>	<i>On going</i>	<i>All users able to access the school appropriately given their needs</i>	<i>Ensure promotion of facilities is made known when school is open.</i>
<i>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</i>	<i>Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.</i>	<i>On-going</i>	<i>Modifications will be made to the school building to improve access</i>	<i>That, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</i>
<i>CURRICULUM</i>				
<i>To continue to train staff to enable them to meet the needs of children with a range of SEN.</i>	<i>SENCO to review the needs of children and provide training for staff as needed.</i>	<i>On-going.</i>	<i>Staff are able to enable all children to access the curriculum.</i>	<i>That staff training continues to enable them to meet the needs of children with a range of SEN.</i>
<i>To continue to review resources used within school to enable all children to access full curriculum</i> <i>To continue to review activities offered within school to enable all children to access</i>	<i>Subject Leaders to consider access for all children within their curriculum areas</i> <i>Activities are planned well in advance and adjusted accordingly</i>	<i>Academic Year3 2024-25-26</i>	<i>Resources will be matched to range of children's needs</i> <i>Activities will be matched to children's needs</i>	<i>Resources suitable for supporting all children are in place</i> <i>All children have access to activities offered by school</i>
<i>To improve access, progress and participation for children with social, emotional, well-being and mental health needs</i>	<i>To timetable the use of intervention spaces- Rainbow/thrive room/ prayer room and Prayer garden for access by all.</i>	<i>On going</i>	<i>A sensory and safe space is provided</i>	<i>Trained staff are utilised in counsellor work. Mental health needs are supported as any other need.</i>
<i>To improve access, progress and participation against the Curriculum for children with communication and interaction needs</i>	<i>Curriculum to be adapted to cater for independent learning. SENCo to advise as appropriate. Whole staff INSET on this</i>	<i>On-going</i>	<i>Staff are able to enable all children to access the curriculum.</i>	<i>Classroom observations and learning walks to show independent learning is of a good standard across the key stages. Lesson planning reflects adaptations.</i>