



St Joseph's

Catholic Primary School



The Way, The Truth, The Life

St Joseph's Catholic Primary School Accessibility Plan 2026-2029

St Joseph's Catholic Primary School is committed to providing an environment that is suitable and sufficient for all educational purposes which values and includes all students, staff, parents and visitors regardless of Special Educational Needs or Disabilities.

Our school is committed to challenging negative attitudes about disability and discrimination and accessibility to ensure we develop a culture of awareness, tolerance and inclusion.

St Joseph's School is committed to improving the physical environment of the school, the curriculum within the school and the access of information to all stakeholders with disabilities.

Below is the action plan relating to the key aspects of accessibility as outlined in the Equality Act 2010 and Trust's [Equality Policy](#).

This plan operates alongside the Trust's [SEND Policy](#) and is consistent with it in terms of principles and resourcing.

The plan will be monitored, adjusted and reviewed annually by the School Governance Group.

The school acknowledges a role in raising awareness and training staff and governors in all matters related to disability discrimination and the need to inform attitudes on this matter.

Objective	Existing Good Practice	Next Steps	Roles & Responsibilities
To improve the extent by which disabled pupils can participate in the school's curriculum.	• We expect all teachers to support and challenge pupils, meeting their individual needs in every lesson. • We work in collaboration with parents to ensure that children's individual provision maps are accurate and regularly evaluated. • Staff engage in weekly CPD to better understand children's barriers to learning and strategies that can support them. • Our Assistant Headteacher for Inclusion is available to support children and their parents every day. • We engage with parents about whole school events, making adjustments to ensure all children can take an active role e.g. social stories before PFSA functions.	• Refresh staff awareness of the full suite of Ordinarily Available Provision across Surrey schools. • Use National College resources to support staff development regarding specific disabilities e.g. Autism and ADHD. • Establish a standardised, low-sensory classroom environment across the school. • Explore and invest in assistive technologies to better meet the needs of individuals. • Investigate how closed captions can be included in video materials used across the school curriculum. • Research and commit to wheelchair-accessible residential trips for Years 5&6.	Governors: Monitor the progress against next steps at least annually through learning walks and data review. Headship: Strategically plan to achieve the next steps across the course of the year through CPD provision and budget allocation. Teachers: Engage in CPD and enact the adjustments required. Support Staff: Actively support the adjustments needed and provide feedback on their application.
To improve the physical environment of the school, increasing the extent to which disabled students are able to take advantage of the educational benefits and facilities available.	• We expect all staff and visitors to be health and safety champions. • We make near miss reporting easy and hold regular H&S briefings for all staff. • We have a dedicated Premises Manager to help us respond quickly and safely to premises related needs. • Disabled parking and toileting facilities are already established and widely used. • SLT maintain an active presence	• Establish and timetable the use of dedicated sensory rooms for children who experience sensory overload. • Complete the LED lighting upgrade across the school, to improve the light quality and flexibility of lighting in all environments. • Continue to monitor the quality of outdoors surfaces, making repairs where necessary and installing ramps where	Governors: Monitor the progress against next steps at least annually through learning walks and analysis of accidents, injuries and near miss reports. Headship: Strategically plan to achieve the next steps across the course of the year through premises and budget

	around the site to help identify and respond to accessibility related concerns.	required. Invest in a redevelopment of the existing disabled toilet, to ensure specialist hoisting equipment can be facilitated.	meetings. All other staff: Remain alert to H&S and accessibility needs, reporting concerns to premises@stjosephsguildford.com
To improve the delivery of information to pupils with a disability.	- School staff are alert to disability and have a range of strategies to convey information in the best way possible. - We use high quality display media (back-lit Smart Screens) to ensure all children can see modelled information during lesson inputs. - We have access to A4 & A3 printers so information can be displayed in the correct size, colour and format for all pupils. - We make use of audio and video media to ensure messages are recorded and can be replayed where necessary.	- Invest in standardised scheme materials, to achieve a consistent approach to information presentation across the school e.g. Power Maths work books, RWI booklets. - Embed the use of visualisers in every classroom to support explicit instruction and direct modelling of what children are expected to do. - Use Widgeo symbols routinely across the school for visual timetables, key vocabulary and behaviour prompts.	Governors: Monitor the progress against next steps at least annually through learning walks and stakeholder feedback. Headship: Strategically plan to achieve the next steps across the course of the year through CPD provision and budget allocation. Teachers: Use the materials and resources provided routinely to support communication. Support Staff: Actively support the adjustments needed and provide feedback on their application.

To ensure that pupils with severe allergies can safely access all aspects of school life.	• Pupils with severe allergies are identified through admission information, medical updates and communication with parents/carers. • Individual healthcare plans and allergy information are in place where required. • Staff are made aware of pupils with known allergies and the procedures to follow in an emergency. • Arrangements are in place for safe participation in lessons, educational visits, clubs, lunchtime provision and wider school activities.	• Review and update healthcare plans and allergy risk assessments at least annually, or sooner if a pupil's needs change. • Ensure all staff receive appropriate allergy and anaphylaxis training, including the use of adrenaline auto-injectors where required. • Maintain clear communication with parents/carers regarding allergy management, medication and reasonable adjustments.	Governors: Monitor the application of the newly adopted Allergy Safety Policy. Headship: Act as named Allergy Lead and have oversight of the practical application of the policy. All Staff: Engage annually in refreshed allergy and anaphylaxis training and dynamically risk assess all allergy-related school activities.
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