



St Joseph's Catholic Primary School, Guildford
The Way, The Truth, The Life

Accessibility Plan 2025



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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school motto – *The Way, The Truth, The Life* – articulates our vision to offer an education for the whole child: heart, mind and soul. This vision should in no way be limited by the challenge of meeting any child's accessibility needs.

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, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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	Objectives	Actions to be taken	Success criteria
Increase access to the curriculum for pupils with a disability	<p>We expect all teachers to support and challenge pupils, meeting their individual needs in every lesson.</p> <p>We work in collaboration with parents to ensure that children's individual provision maps are accurate and regularly evaluated.</p> <p>Staff engage in weekly CPD to better understand children's barriers to learning.</p> <p>Our Assistant Headteacher for Inclusion is available to support children and their parents every day.</p> <p>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.</p>	<p><u>Short Term:</u></p> <p>Ensure all lessons meet the needs of all children.</p> <p><u>Medium Term:</u></p> <p>Increase the co-creation of the provision mapping process, so children and parents have a meaningful contribution to the process.</p> <p><u>Long Term:</u></p> <p>Develop a broader curriculum offer to educate all children about disability, through the activities on offer and the content chosen.</p>	<p><u>Short Term:</u></p> <p>Daily SLT monitoring of teaching and learning.</p> <p>Daily, informal SLT liaison with parents and carers.</p> <p>Termly opportunities for teachers to meet with Assistant Head for Inclusion to discuss strategies.</p> <p><u>Medium Term:</u></p> <p>Maximise the capacity of our EduKey provision mapping tool, allowing children and parents to be co-creators in their plans and strategies and ensuring these are discussed termly.</p> <p><u>Long Term:</u></p> <p>Curriculum team to review the whole curriculum offer through the lens of disability, including worship themes and extra-curricular provision.</p>	<p>Children with a disability are achieving equally as well as those without.</p> <p>Stakeholder monitoring and feedback demonstrates positive outcomes.</p> <p>Parents and children feel informed and empowered by the provision mapping process.</p> <p>Children describe the impact of teaching and learning about disability on their own lives and behaviours.</p>

<p>Improve and maintain access to the physical environment</p>	<p>We expect all staff and visitors to be health and safety champions.</p> <p>We make near miss reporting easy and hold regular H&S briefings for all staff.</p> <p>We have a dedicated Premises Manager to help us respond quickly and safely to premises related needs.</p> <p>We have established a H&S committee, with representatives from across all phases, to monitor and review the condition of the school site.</p> <p>SLT maintain an active presence around the site to help identify accessibility related concerns.</p>	<p><u>Short Term:</u></p> <p>Ensure a safe and accessible environment for all stakeholders.</p> <p><u>Medium Term:</u></p> <p>Increase strategic awareness and monitoring of physical accessibility.</p> <p><u>Long Term:</u></p> <p>Continue to develop and enrich the school site for maximum accessibility.</p>	<p><u>Short Term:</u></p> <p>Promote the “premises@” and Near Miss report systems to ensure accessibility needs are identified and shared quickly.</p> <p><u>Medium Term:</u></p> <p>Make accessibility a standing item on H&S committee agendas.</p> <p><u>Long Term:</u></p> <p>Continue to make bids for H&S themed improvements through the condition allocations.</p> <p>Ensure that accessibility criteria are considered in the design and refurbishment of site projects.</p> <p>Bid for PFSA and Governors’ Funds to help improve inclusive access to all areas of the school site e.g. the allotment plot.</p>	<p>Incidents of near misses are regularly reported.</p> <p>Incidents of accidents from avoidable hazards is minimised.</p> <p>Stakeholders with disabilities have a positive experience of accessing the school site.</p> <p>Condition Survey bids are successful!</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<p>School staff are alert to disability and have a range of strategies to convey information in the best way possible.</p> <p>We use high quality display media (back-lit Smart Screens) to ensure all children can see modelled information during lesson inputs.</p> <p>We have access to A4 & A3 printers so information can be displayed in the correct size and format for all pupils.</p> <p>We make use of audio and video media to ensure messages are recorded and can be replayed where necessary.</p>	<p><u>Short Term:</u></p> <p>Ensure we know what children's needs are by evaluating their outcomes and experiences.</p> <p><u>Medium Term:</u></p> <p>Ensure the highest quality display systems in all classrooms.</p> <p><u>Long Term:</u></p> <p>Make curriculum information more readily available online for parents and pupils.</p>	<p><u>Short Term:</u></p> <p>Continue to liaise with children and their parents to understand barriers to information access.</p> <p><u>Medium Term:</u></p> <p>All rooms to benefit from back-lit displays alongside large white boards for modelling.</p> <p>Research into low-sensory classroom spaces to be explored, to help understand the possible benefits for children.</p> <p><u>Long Term:</u></p> <p>Refine curriculum themed resources, on our website and Google Classrooms, so pupils and parents can access video and audios at home, as well as online content they can change accessibility features on.</p>	<p>Children enjoy learning and feel able to access information easily.</p> <p>Lesson observations show that teachers make use of the Smart Screens and whiteboards as appropriate.</p> <p>Parent feedback demonstrates that children are accessing information at home and making use of multimedia opportunities.</p>
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