

# St Joseph's Catholic Primary School - Wesham

## Accessibility Plan 2025

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Groups Involved In Discussion	Headteacher Governors All Staff

### Mission Statement



St Joseph's Catholic Primary School is a welcoming Christ centred community where God's love is present in all that we think say and do.

Our school is a safe, happy place where every child is cherished, respected and valued. We inspire and guide each other to be the best we can be.

Through Christ's love, we embrace our sense of community, our faith, our children, our families and our opportunities to learn.

**"Aspire not to have more, but to be more"**

Saint Oscar Romero

## Revision History

Document Revision	Reason For Change	Date	Date Of Next Review
V1	New Policy	19.11.2025	

## 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 mission statement is summed up in the words of Saint Oscar Romero, “Aspire not to have more, but to be more.” Our motto reflects our commitment to equality and inclusion by valuing personal growth, character, and contribution over material advantage—ensuring that every child has the opportunity to flourish regardless of background or ability. In addition the school is committed to the Jesuit Virtues, which guide us to act with integrity, compassion, and justice—principles that underpin our dedication to equality and inclusion for every member of our community.

Our school is committed to promoting equality, diversity, and inclusion in line with the **Equality Act 2010** and the expectations set out in the **Ofsted Education Inspection Framework**.

We uphold the following principles:

- **Compliance with the Equality Act 2010:** We actively work to eliminate discrimination, harassment, and victimisation, and we make reasonable adjustments to ensure that pupils with disabilities are not placed at a disadvantage. We recognise and support all protected characteristics, including race, disability, gender, religion or belief, sexual orientation, and others.
- **Public Sector Equality Duty (PSED):** We have due regard to the need to:
  - Eliminate unlawful discrimination and other prohibited conduct.
  - Advance equality of opportunity between people who share a protected characteristic and those who do not.
  - Foster good relations between different groups within the school community.
- **Inclusive curriculum and environment:** In line with Ofsted’s expectations, we provide a broad, balanced, and inclusive curriculum that reflects the diversity of our pupils and prepares them for life in modern Britain. We ensure that all pupils, including those with SEND, have access to high-quality teaching and learning.
- **Policies and training:** Our policies on behaviour, safeguarding, admissions, and recruitment reflect our commitment to equality. Staff receive regular training to ensure they understand their responsibilities and can support all pupils effectively.
- **Monitoring and accountability:** We regularly review our practices and outcomes to ensure that no group is disadvantaged. We publish equality objectives and monitor progress towards them, as required under the Equality Act.

Through these values and actions, we aim to create a school culture where

everyone feels respected, valued, and able to thrive.

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.

As part of the Blessed Edward Bamber Catholic Multi Academy Trust (BEBCMAT), our school follows trust-wide procedures to ensure compliance with the Equality Act 2010 and the SEND Code of Practice. The Trust provides centralised policies and guidance to support accessibility, inclusion, and reasonable adjustments across all schools. For more information, please visit the [BEBCMAT Policies Portal](#) and the Department for Education Equality Act Guidance.

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.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

## 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 disabled pupil faces in comparison with non-disabled pupils. 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.

## 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 headteacher.

It will be approved by the local governing board.

## Links with Other Policies

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

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

Schools must make reasonable adjustments in anticipation of disabled pupils' needs, not just in response to individual cases.

This includes the provision of auxiliary aids and services, such as adapted keyboards, where necessary.

This plan also supports the school's compliance with the Public Sector Equality Duty (PSED).

In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers an adapted curriculum for all pupils</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	To ensure children with SEND have access to resources tailored to their needs (specifically pupils who require support to access the curriculum).	SENDCo to review with teaching staff the needs and difficulties of pupils and identify resources which would specifically support pupils to access the curriculum.	SENCO and class teachers	December 2025 (review annually and as needs are identified)	<p>Pupils use resources to enable them to access the curriculum.</p> <p>Pupils (and staff) know which resources best help them to access different elements of the curriculum</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Shelving at wheelchair-accessible height</li> </ul>	To identify trip hazards and accessibility difficulties entering all entrances/exits so that all can be accessed.	Visual identification of potential areas for reduced accessibility. Identify possible solutions and costs.	Headteacher	September 2026	ALL access points can be entered/exited by users with physical impairments/disabilities.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Continue to review the needs of all pupils joining the school or identified with a disability to consider if they require:</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> </ul>	<p>At least annual review of needs and what the school has in place for pupils.</p> <p>Consider the needs of other stakeholders.</p>	<p>SENCO, Class Teacher and Head</p>	<p>Annually (September)</p>	<p>ALL pupils and stakeholders are clear about information to negotiate the school building.</p>