

St Joseph's Catholic Primary School



Accessibility Plan

Plan approved by: Full Governing Body

Date approved: September 2025

Date for review: September 2028



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

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.

The mission statement for St Joseph's is: "Guided by Jesus, Learning Together, Striving for Excellence"

To this end the governors and the school will work to make sure all students, staff, parents, and other stakeholders are able to access the physical environment, the curriculum, and information provided by the school.

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.

The school works closely with the Birmingham Catholic Education Service and Walsall Local Authority.

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/carers, staff and governors of the school.

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 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

Objective 1: Increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice

St Joseph's Catholic Primary School Darlaston demonstrates strong commitment to inclusive education, ensuring that all pupils, regardless of disability, special educational needs (SEN), or socio-economic background, have equitable access to a broad and balanced, knowledge-rich curriculum. The school employs a mastery approach to learning, using Rosenshine's Principles to scaffold tasks carefully, enabling pupils with disabilities and SEN to acquire, apply, and deepen knowledge alongside their peers. Regular and robust assessment practises, including termly reviews and standardised testing for pupils on the SEN register, ensure that individual progress is closely monitored and targets are personalised to meet specific needs. The school's ethos, deeply rooted in its Catholic values, promotes mutual respect and celebrates every child as a valued individual, fostering a supportive environment for pupils with disabilities to thrive academically and socially. Additionally, the school's proactive partnerships with SEND services and outside agencies, alongside the provision of technology and remote learning resources, further enhance accessibility and participation in the curriculum. This inclusive approach is reflected in the school's outstanding Ofsted inspection outcomes, which highlight highly effective support for pupils with SEND and a culture where barriers to learning are swiftly identified and overcome.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
1. Continue to work closely with SEND services and outside agencies to develop staff knowledge and awareness of SEN and disability	- Maintain and strengthen partnerships with local SEND services and specialist agencies - Arrange regular training and updates for staff on SEN and disability awareness - Facilitate staff attendance at external SEN-related CPD	- Staff demonstrate increased confidence and competence in supporting pupils with SEN and disabilities - Positive feedback from staff on training effectiveness - Improved quality of SEN support evidenced in lesson observations and pupil	SENCO, SLT	Ongoing throughout the academic year

	courses and conferences - Integrate SEND expertise into staff meetings and planning sessions	outcomes - Effective collaboration with external agencies documented		
2. Provide specific training for staff on individual complex medical needs when required	- Identify pupils with complex medical needs and assess staff training requirements - Organise bespoke training sessions delivered by healthcare professionals - Ensure relevant staff complete refresher training regularly - Maintain up-to-date medical care plans accessible to all relevant staff	- All staff supporting pupils with complex medical needs have received appropriate training - Staff feel confident managing medical needs safely and effectively - No incidents related to medical needs reported due to lack of knowledge or training - Medical care plans regularly reviewed and implemented	SENCO, School Nurse, Head teacher	As required, reviewed termly
3. Continue to develop staff awareness of effective scaffolding strategies to enable all pupils, including those with disabilities and SEN, to know more and remember more across all subjects	- Deliver focused CPD sessions on scaffolding techniques and differentiation strategies - Encourage staff to share examples of effective scaffolding during team meetings - Embed scaffolding strategies within lesson planning and curriculum delivery - Monitor and support staff through observations and feedback to ensure consistent practice	- Increased use of scaffolding strategies observed in lessons and planning documents - Pupils with disabilities demonstrate improved engagement and understanding - Assessment data shows progress for pupils with disabilities and SEN - Staff feedback indicates greater confidence in scaffolding	SLT, SENCO, Subject Leaders	Ongoing with termly monitoring

4. Embed the basic, advancing, and deep learning approach across all foundation subjects to provide all pupils with opportunities to deepen their knowledge	- Review curriculum planning to explicitly incorporate the basic, advancing, and deep learning framework - Provide training for staff on applying this framework in foundation subjects - Develop resources and exemplars to support teaching at each learning stage - Monitor implementation through curriculum reviews and pupil work scrutiny	- Curriculum plans clearly reflect the learning stages across foundation subjects - Pupils with disabilities access tasks at appropriate challenge levels - Evidence of deepened knowledge in pupil work and assessments - Staff demonstrate understanding and application of the framework	Subject Leaders, SENCO, SLT	Throughout the academic year
5. Continue to plan and provide opportunities for pupils to develop cultural capital, including those with disabilities	- Audit current cultural capital opportunities to ensure inclusivity - Develop targeted enrichment activities and clubs accessible to all pupils - Incorporate disability awareness and inclusion themes into assemblies and curriculum - Celebrate achievements of pupils with disabilities in school events and communications	- Increased participation of pupils with disabilities in enrichment activities - Enhanced pupil understanding of diversity and inclusion - Positive feedback from pupils and parents on cultural capital experiences - Recognition of individual achievements in assemblies and newsletters	SLT, Subject Leaders, SENCO	Ongoing
6. Use standardised testing and termly assessments to measure progress and identify next steps for pupils with disabilities, SEN, and those from disadvantaged backgrounds	- Administer and analyse standardised tests termly for pupils on SEN register - Conduct regular pupil progress meetings focusing on pupils with disabilities - Use data to inform targeted	- Clear evidence of progress for pupils with disabilities and SEN in assessment data - Timely identification of learning gaps and implementation of interventions - Pupil progress meetings	SENCO, Class Teachers, SLT	Termly

	interventions and personalised support plans - Review and adjust targets based on assessment outcomes	document next steps and impact of support - Improved attainment and progress outcomes over time		
7. Develop a robust method for explicit teaching of vocabulary across the curriculum to support pupils with disabilities	- Identify key vocabulary for each subject and year group - Train staff on strategies for explicit vocabulary instruction - Integrate vocabulary teaching into lesson plans with scaffolds such as visuals and word banks - Monitor pupil vocabulary acquisition through assessments and observations	- Pupils demonstrate improved understanding and use of key vocabulary - Vocabulary teaching evident across subjects and year groups - Staff report increased pupil engagement and comprehension - Assessment data reflects vocabulary progress	Subject Leaders, SENCO, SLT	Ongoing with termly review
8. Celebrate the achievements of pupils with disabilities, SEN, and those from disadvantaged backgrounds through school events such as assemblies and Disability Awareness Day	- Plan and schedule regular opportunities to recognise individual and group achievements - Organise Disability Awareness Day and related activities involving the whole school community - Use assemblies, newsletters, and displays to highlight successes and promote inclusion - Engage pupils in leadership roles to champion inclusion and celebrate diversity	- Increased visibility and celebration of pupils' achievements - Positive school culture promoting disability awareness and inclusion - Active pupil involvement in events and leadership roles - Positive feedback from pupils, parents, and staff	SLT, SENCO, School Council	Annually, with ongoing recognition throughout the year

This accessibility plan builds on St Joseph's Catholic Primary School's strong existing inclusive practises and outstanding leadership to further enhance the participation of pupils with disabilities in the curriculum. It aligns with the school's vision of "Guided by Jesus, Learning together, Striving for Excellence," ensuring that all pupils can achieve their full potential in a supportive and ambitious learning environment.

Objective 2: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Current Good Practice

St Joseph's Catholic Primary School Darlaston has established a strong foundation in adapting the physical environment to support pupils with disabilities effectively. The school currently utilises clear signage, specialised equipment, disabled toilets and changing facilities, disabled parking bays, appropriately wide corridors, and lockers and pegs positioned at accessible heights to meet diverse needs. Collaboration with external specialists such as the school nurse, occupational therapists, and physiotherapists ensures that adaptations are regularly reviewed and tailored to individual pupils' requirements. This approach aligns closely with the school's inclusive ethos, its outstanding OFSTED rating, and its commitment to providing a safe, respectful, and supportive environment where all pupils can thrive. Furthermore, the school's ongoing improvement journey and strong leadership focus on embedding high expectations and removing barriers to learning support continuous enhancement of the physical environment to benefit disabled pupils.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Ensure pathways are clear from obstruction both internally and externally	- Conduct termly audits of all internal and external pathways to identify and remove any obstructions. - Implement a clear policy for keeping corridors, entrances, and outdoor paths free from clutter and hazards. - Train staff and pupils on the importance of keeping access routes clear. - Regularly liaise with site management and	- All pathways and corridors are consistently clear and accessible. - No reported incidents or complaints related to obstructions. - Audit reports show 100% compliance with clear pathways.	Site Manager / Business Manager/ Head teacher	Initial audit by October 2025, then ongoing termly audits

	external contractors to maintain clear access during any works or events.	- Positive feedback from pupils, staff, and visitors with disabilities.		
Ensure staff are appropriately trained to support pupils with disabilities	- Schedule annual whole-staff training on disability awareness and best practises for supporting pupils with physical and sensory needs. - Provide specific training on manual handling, use of adapted equipment, and emergency evacuation procedures for pupils with disabilities. - Incorporate training updates into induction for new staff. - Engage external specialists to deliver bespoke training sessions as required.	- All staff complete disability awareness training annually. - Staff demonstrate confidence and competence in supporting disabled pupils. - Training records are maintained and reviewed. - Positive feedback from pupils and parents regarding staff support.	SENCo / Business Manager/ Head teacher	Annual training starting September 2025; induction ongoing
Ensure all educational resources are accessible	- Audit current educational resources to identify any accessibility barriers. - Source and procure adapted learning materials, including digital resources with accessibility features. - Ensure classroom layouts allow easy access to resources for pupils with physical disabilities. - Train teaching staff on the use of accessible resources and inclusive teaching strategies. - Regularly review and update resources in line with pupil needs and curriculum development.	- All classrooms have accessible educational resources. - Pupils with disabilities can independently access learning materials. - Teaching staff report confidence in using accessible resources. - Observation and feedback show effective use of accessible resources in lessons.	SENCo / Subject Leaders / Head teacher	Resource audit by December 2025; ongoing updates and training throughout the academic year

This plan supports St Joseph's Catholic Primary School's commitment to providing an inclusive, supportive, and safe learning environment that enables disabled pupils to fully benefit from education, facilities, and services offered. It reflects the school's priorities, leadership strength, and the continuous drive for improvement highlighted in recent inspection outcomes.

Objective 3: Improve the availability of accessible information to pupils with disabilities

Current Good Practice

St Joseph's Catholic Primary School Darlaston demonstrates strong existing practice in making information accessible to pupils with disabilities. The school utilises a variety of methods including internal signage, large print resources, pictorial representations, and dyslexia-friendly fonts and overlays to support diverse learning needs. Communication with parents is robust and multi-faceted, delivered through emails, texts, letters, and frequent opportunities for parental engagement such as weekly celebration assemblies, "watch me learn" events, parents' evenings, and subject-specific information evenings. The school's open-door policy, alongside a team of safeguarding SLT members, ensures vulnerable pupils and their families receive tailored support. This approach aligns well with the school's ethos of inclusivity and outstanding pastoral care, as recognised by Ofsted, and supports the school's ongoing priorities to enhance communication and engagement, particularly for pupils with SEND and EAL backgrounds within a community facing significant social and economic challenges.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Ensure that all written communication states that information can be requested in an alternative format	- Review and update all school letters, emails, newsletters, and official documents to include a clear statement about availability of alternative formats. - Train office and admin staff to inform parents about this option when communicating. - Display this information prominently on the school website and reception area.	- All outgoing communications include a clear statement about alternative format availability. - Staff confidently inform parents of this option. - Positive feedback from parents about accessibility of information.	Head teacher and Business Manager	By December 2025
Provide information in other languages for pupils or prospective pupils	- Identify the most common languages spoken by pupils and families at St Joseph's. - Source translation services or bilingual	- Key documents available in the main community languages.	SENCo and Head teacher	March 2026

	staff/volunteers to translate key documents (e.g., prospectus, newsletters, and policies). - Develop a protocol for timely translation of urgent communications. - Promote availability of translated materials to parents and pupils.	- Parents report receiving and understanding communications in their preferred language. - Increased engagement from families with EAL pupils.		
Continue to broaden communication routes between parents and staff	- Explore and implement additional communication platforms (e.g., school app, WhatsApp groups, and translated video messages). - Provide training for staff on effective use of these platforms. - Regularly review and gather parent feedback on communication effectiveness.	- Increased variety of communication channels in use. - High parent satisfaction scores on communication methods. - Improved attendance and engagement at school events.	Deputy Head teacher	Ongoing, review July 2028
Ensure displays in class are user friendly for all pupils	- Audit classroom displays for accessibility, including font size, colour contrast, and use of pictorial supports. - Provide staff training on creating inclusive displays. - Regularly update displays to reflect pupil needs and curriculum.	- Displays meet accessibility standards (clear fonts, colours, symbols). - Pupils with disabilities report ease of understanding classroom information. - Observations confirm displays support learning for all pupils.	SENCo and Subject Leaders	March 2026
Improve signage around school to enhance accessibility	- Conduct a signage audit focusing on clarity, size, placement, and use of symbols. - Design and install improved signage with visual supports and clear language. - Ensure signage supports navigation and safety for all pupils including those with disabilities.	- Signage is clear, consistent, and easy to understand. - Positive feedback from pupils, staff, and visitors regarding ease of navigation. - Reduced incidents of pupils	Site Manager and Head teacher	July 2026

		needing assistance to find key areas.		
Continue to use aids to support access to learning such as printing worksheets in large print, pictorial representation, overlays, printing on coloured paper	- Maintain and expand the resources available for producing accessible learning materials. - Train teaching and support staff on when and how to use these aids effectively. - Monitor the use and impact of these resources through pupil progress and feedback.	- All pupils who require accessible materials receive them in a timely manner. - Staff demonstrate confidence in using aids appropriately. - Evidence of improved engagement and progress in pupils using these aids.	SENCo and Class Teachers	Ongoing, with termly reviews

This plan builds on St Joseph's established strengths and aligns with its vision of inclusivity and ambition for every child to be the best they can be. The proposed actions are measurable, realistic, and designed to enhance the accessibility of information for pupils with disabilities and their families in a way that reflects the school's outstanding practice and community context.