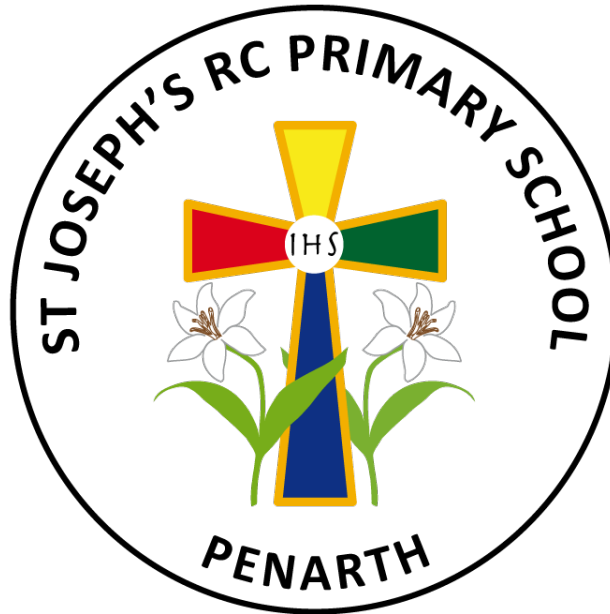


St Joseph's RC Primary School

Accessibility Plan



2026

Document Version History

Version Number	Date Review Approved	Date Published	Summary of Amendments
1	2014	2014	N/A
2	October 2023	October 2023	Updated legislation and action plan
3	11 th December 2026	11 th December 2026	Updated Action Plan

Purpose of the Accessibility Plan

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.

Our Mission, Vision and School Aims

Our Mission

Jesus: in our hearts, in our minds, in our living and in our learning.

Our Vision

The vision of St Joseph's Roman Catholic Primary School is to provide a welcoming, loving and transforming community where the spirit of Christ lives. We support and guide our pupils in mind, body and spirit to live the Gospel as beacons of light to the world. Through excellent, rigorous and inspirational teaching, we aim to help all learners to realise their potential and develop a lifelong love of learning, enabling them to be happy, successful and fully rounded human beings.

Our School Aims

- To ensure that each child receives an ambitious curriculum driven by the Four Purposes and designed to open minds, broaden horizons and allow the whole person to be developed fully.
- To develop and encourage pupils and staff members to grow in the virtues of the St Joseph's Pupil Profile.
- To support pupils mental and emotional wellbeing equipping them with the skills and attributes they need to form positive relationships with adults and their peers.
- To help pupils to live by Jesus' example so that they are beacons of His love and light in the world.
- To support parents and carers to instill in pupils good-manners and kindness in dealing with others.
- To build strong connections between the school, home, parish and local community.
- To promote informed citizenship through pupil participation in school improvement, community action and work towards the realisation of the Global Goals for Sustainable Development.
- To develop each pupil's literacy, numeracy and digital skills in preparation for a successful life and the world of work.
- To foster in each pupil a sense of Cynefin, Welsh heritage, culture and the uniqueness and diversity of their environment.
- To support parents and carers in the formation of their children in mind, body and spirit, so that they are healthy and confident individuals.

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 a Local Authority School, St Joseph's RC Primary School works with Vale of Glamorgan LA in all planning and delivery of implementation plans. 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.

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.

'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.

Current provision

The school is one single-story building on a flat site and has several access points from the outside. The hall can be entered from the school foyer and is accessible to all.

There is a large visitor car park onsite, including designated blue badge holder spaces, and staff parking is close to the school building. All entrances to the school are either flat or ramped and most have wide doors fitted. The main entrance features a secure foyer and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There is one disabled toilet facilities available, which is accessed from the Year 3 classroom. It is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

Building Access

- A ramp is located from the staff car park to the front entrance.
- Low level sinks are available in Nursery – Year 2.
- Wheelchair access is available to both playgrounds.
- Taxis and vehicles for pupils or adults with limited mobility can access the staff car park at all times.
- A toilet suitable for disabled access is available on site.

Curricular Provision

- The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular activities including educational visits.
- The school employs, when required, additional learning support assistants (LSAs) for children with disabilities and if necessary in accordance with their IDP, School Support Plan or Individual Health Care Plan.
- A range of specialist equipment is provided on the advice of external agencies e.g. Occupational Health, Visual Impairment, Speech and Language and Physiotherapy, to help disabled pupils to participate in lesson activities
- If appropriate, risk assessments are carried out for a disabled child on their entry to school. These ensure that the child has full access to classroom activities and lessons. These are undertaken with the advice of external agencies such as occupational therapists and the building works department.

General Provision

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are included in all activities e.g., school assembly, extra-curricular activities, educational visits and forest schools.

Teachers organise their classrooms to ensure that they are accessible to all. In this way, pathways around classroom furniture and class and floor areas are large enough for children to work if in plaster casts. Within the school there are a variety of height tables and chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service is sought when considering appropriate classroom furniture.

Staff training/Development

The training and development needs of staff members are identified and provided for as part of the school's on-going staff development. In relation to those staff who work closely with pupils with disabilities, particularly LSAs, a range of training has been provided over the last few years, including Professional Learning with physiotherapists, occupational therapists, Speech and language therapists, visual impairment therapists as well as First Aid.

The school provides suitable guidance for using Epipens, monitoring and administering medication for diabetes and monitoring and providing first aid when necessary for children with epilepsy.

In addition, the school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g. Visual/Hearing Impairment, Language/Speech Therapy, SPLD service etc.

Barriers to Learning

The school endeavours to reduce all barriers of learning to pupils. This includes any additional learning needs, e.g. SPLD, EAL, etc.

Many staff members have been trained in SPLD friendly strategies and these are implemented across the school as appropriate. Specialist advice, support and intervention is sought from the SPLD Service

The school continues to work closely with the Vale Inclusion Service, who can provide training support and intervention for pupils and their families with English as an Additional Language. This includes translation of documents and letters, translators for parents' meetings etc.

Action Plan

Target	Timescale	Who	Resources	Success criteria
To ensure all LSAs have updated First aid training.	July 2026	All LSAs ALNCO to book training	Supply costs	All LSAs trained in Emergency First Aid in School
Audit and adapt teaching resources to ensure accessibility for pupils with sensory, communication, or cognitive needs.	January 2026	ALNCO Teachers	As required	All curriculum areas have accessible resources e.g. enlarged print, adapted tasks etc,
Provide updated staff training on inclusive classroom practices (e.g., autism, ADHD, sensory processing and regulation, dyslexia-friendly classrooms).	April 2026	All staff	External agency input Professional Learning time	Lesson observations show inclusive strategies embedded; pupil voice shows improved access.
Explore installation of a sensory-friendly or quiet space for pupils who experience sensory overload or emotional distress.	September 2026	SLT	ALN Grant	Pupils use space effectively to self-regulate and return to learning.
To liaise with Nursery and Reception parents to review intake for Sept 2025/2026.	To identify pupils who may need additional to or different from provision for Sept 2025/2026 intake.	ALNCO	Home visits and applications	Procedures, equipment and ideas set in place by Sept 2025/2026.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	With immediate effect to be constantly reviewed	ALNCO Class teachers	None	All medical needs are met.
To ensure all children with ASD have access to the curriculum and are supported with appropriate universal provision and/or additional learning provision.	Ongoing	ALNCo	As required	ASD children able to access curriculum.
Availability of written materials in alternative formats and/ or coloured overlays.	Ongoing	LT Governors	As required	The school can provide written information in alternative formats

Written materials available to parents/carers is accessible and read	Ongoing	LT Governors	As required	Information is read. Parents/carers feel valued and see the school as a supportive, accessible community
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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 Governing Body and will be continually monitored by SLT. It will be approved by the Governing Body.

Equality Statement

St Joseph's is committed to equality and we do not discriminate, either directly or indirectly, against anyone on the grounds of their gender, race, colour, ethnic origin, religion, ability, disability or any aspect of their social/cultural background. Furthermore, we strive to be an anti-racist school. All the practices and procedures detailed in this policy are designed to be inclusive and we have considered equality implications as part of our obligations under the public sector equality duty when preparing it. The School's Strategic Equality plan can be found here <https://www.stjosephsrc.com/policies-1/>