ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

DIOCESE OF LANCASTER

Accessibility Plan

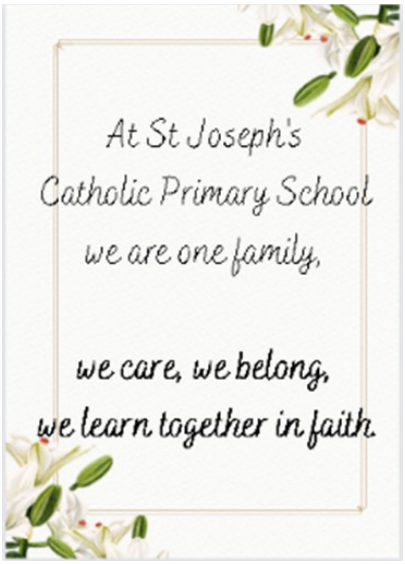
2026 – 2029

We care, we belong, we learn together in faith.

Approved by (Head Teacher)	Annette Savage
Approved by (Chair of Governors)	Alex Farrell
Version	12 – October 2026
Plan period	2026 – 2029 (action plans reviewed annually)
Proposed review date	September 2029
Based on	KAHSC model v8

Our Vision & Mission

The heart of St Joseph's Catholic Primary School – shared at the start of every school policy



OUR VISION

In the faithful care of St Joseph, Jesus prospered.
We care, we belong, we learn together in faith.

OUR MISSION

St Joseph's is a Catholic primary; we are one family. We care, we belong, we learn together in faith.

As a school family we:

- promote the partnership of home, school, church and community;
- pray together, grow in faith and live the Gospel values;
- respect and care for everyone and everything around us;
- value each child as an individual;
- encourage our pupils to develop active and creative minds;
- promote self-esteem and confidence;
- set high standards of learning;
- celebrate the achievements of each and every child.

> *St Joseph's is a Catholic School, in which each individual is valued, cherished and nurtured, as they grow in the knowledge and love of Christ.*

Our vision and values are at the core of everything we do. Our values are rooted in the Gospel and underpin our relationships, teaching and learning, preparing our pupils as confident, happy citizens. In partnership with parents and the community, our purpose is to provide a high standard of education, recognising each person's talents and enabling them to fulfil their true potential.

Our Gospel Values are understood and respected by adults and children alike, as we learn and play alongside one another, showing love, care and forgiveness in all we do. At St Joseph's we focus on the following Gospel Values:

Autumn Term	Spring Term	Summer Term
Honesty & Forgiveness The Prodigal Son *Luke 15:11–32*	**Respect & Resilience** The Three Wise Men *Matthew 1:1–12*	**Community** Sharing a Meal *Acts 2:46–47*
Thankfulness & Perseverance The Birth of Christ *Luke 2:9–10*	**Generous & Proud** The Good Samaritan *Luke 10:25–37*	**Eloquent & Truthful** Pentecost – The power of the Holy Spirit *Acts 2:1–31*
	Trust Parting of the Red Sea *Exodus 14:21–22*	

Our Mission Statement was written involving all stakeholders in our school – children, parents, staff and governors. It is clearly understood by all, underpinning all we do in school and determining our whole purpose and ethos. We firmly believe that wherever you are in our school you will see our mission statement being lived – in class, in the playground and in our interactions and love of each other.

Document Control

Approved by	Name	Signed	Date
Head Teacher	Annette Savage		
Chair of Governors	Alex Farrell		

Version	Description	Date
1	Original	March 2012
2	Front cover only updated to take account of revised statutory policy guidance issued by the DfE	January 2013
3	Reformatted only	February 2014
4	Reformatted only	February 2015
5	Reformatted only	May 2017
6	Very minor updates and 'Date Complete' added to all action plans (appendices)	September 2018
7	Reviewed – links checked	October 2019
9	Reviewed with minor restructuring and updated to include information relating to the Public Sector Equality Duty	September 2023
10	Reviewed	September 2024
11	Reviewed by HT – updates to pupil/SEN numbers	September 2025
12	New three-year plan 2026–2029 based on KAHSC model v8. Pupil and SEND numbers updated (October 2026); references to statements of SEN updated to EHC plans; Cumberland Council, Local Offer and website links updated; attendance information aligned with the 2026–27 Attendance Policy; duplicated text removed; KAHSC guidance notes and example plans removed; action plans updated with new targets, including proposed physical environment targets. New front cover, Vision & Mission page and house style.	October 2026

Proposed review date: September 2029. The plan covers three years; the action plans are reviewed and updated each year.

Approval: *The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher.*

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1. Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in several ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the Act when compared with the previous legislation:

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through an Education, Health and Care (EHC) plan.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. Definition of disability

Under the Equality Act 2010 a person has a disability if:

- they have a physical or mental impairment; and
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as:

- Dyslexia
- Speech and language impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

3. Reasonable adjustments

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to their non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable; however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication EHRC Reasonable adjustments for disabled pupils. It will be for us to decide the reasonableness of

adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the EHC plan provisions, under which Local Authorities are required to provide auxiliary aids and services where an EHC plan details that provision. When a disabled pupil does not have an EHC plan (or the plan does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

4. Public sector equality duty (PSED)

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to:

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide. It sits alongside our Equality Statement and Scheme and our equality objectives (2024–2028).

5. Aims of the accessibility plan

> *We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity. As one St Joseph's family, we care, we belong, we learn together in faith.*

At St Joseph's Catholic Primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum;
- increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

This Accessibility Plan will, therefore, continue the process of addressing the needs of disabled people through specific targets. The action plans in Appendix A(i)–(iii) show how the school will address the priorities identified in the plan.

The action plan for physical accessibility relates, in part, to the Asset Management Plan (access section) of the school, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The plan will be revisited before the end of this three-year period (2026–2029) in order to inform the development of the new plan for the following period.

6. Key objectives

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, adapted to meet the needs of individual pupils; and we endorse the key principles in the National Curriculum which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges;
  - responding to pupils' diverse learning needs;
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

7. Contextual information

St Joseph's Catholic Primary School is located within the village of Frizington which has a population of approximately two thousand. The village has a semi-rural location and is surrounded by agricultural land. It is situated 7km east of the historical port of Whitehaven (on the west coast) and 5km west of the edge of the Lake District National Park.

The settlement of Frizington developed in the second half of the 19th century as a result of mining activity stimulated by the demand for high grade haematite iron ore available in the area. This industry rapidly declined in the early part of the 20th century and is no longer in existence. Today, there is little evidence of industry in the village, but there is a small late 20th century industrial estate on its southern edge. There are a number of amenities within the village including three churches, a Fire Service depot, nursery, library, post office and pharmacy, together with a small number of shops and a small supermarket.

Our school is a Catholic primary school in the Diocese of Lancaster and Cumberland Council, with 50 pupils (October 2026), including a Reception class. We also run a breakfast club each morning. It is a fully inclusive school and a premium is placed on high expectations of all pupils' learning. This includes pupils with special educational needs and/or disabilities (SEND) (Ofsted 2023).

We currently have 18 pupils (36%) on our SEND register: 13 receive SEN Support and 5 have an Education, Health and Care Plan (EHCP). There is a range of additional needs including moderate and severe learning difficulties. There are also a small number of pupils who speak English as an additional language.

Our school building is single storey and within it is a disabled toilet with a wet room. The playground is situated to the rear of the school building, which is all accessible with ramps. The outdoor area also includes a multi-use games area (MUGA) which was built in 2023, away from the main road. The car park is to the side of the school building. Our school also shares good practice with other local primary schools and liaises with a variety of professionals, including specialist advisory teachers, to ensure the best possible education within our power for pupils with disabilities and to provide support and guidance for both school and parents.

8. Development of the plan

8.1 Vision and values

Our school:

- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;
- is committed to identifying and then removing barriers to disabled pupils in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.

8.2 Information from pupil data and school audit

Key starting points for our plan:

- At the start of the 2026–27 academic year, 5 pupils are regarded as having a disability within the meaning of the Equality Act 2010. To protect pupils' privacy, we do not publish a breakdown by type of disability for such small numbers.
- Our annual School Development Plan takes into account the needs of our diverse pupil population as well as the needs of its wider community.
- Appropriate training is sought and provided to meet the needs of staff and pupils. There is appropriate training and deployment of learning support staff. Successful practice is shared within school as well as with local partner schools.
- Attendance is monitored weekly. Parents/carers are contacted on the first day of absence if no reason has been given, and families receive a half-termly attendance report. Pupils whose attendance is affected by a disability or medical condition are supported through an individual plan (see our Attendance Policy).
- All teachers and teaching assistants have the necessary training to teach and support pupils with SEND. Where required, classrooms are organised to meet the needs of disabled pupils. Lessons are responsive to pupil diversity and provide opportunities for all pupils to achieve. Pupils are encouraged to participate in

music and physical activities. Our school visits are accessible to all pupils regardless of attainment or impairment. Staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work. The school provides computer technology appropriate for pupils with disabilities. We will continue anti-bullying education, including explicit teaching about different types of bullying.

- Regular review meetings are held for pupils with SEND, and Pupil Passports are created by the SENCo and class teacher to identify targets and the support required. The involvement of parents/carers is essential: structured conversations with parents/carers help to improve their engagement with school and involvement in their child's learning, and give them the opportunity to express their views and aspirations for their child.
- The physical environment of the school is safe and welcoming and the size and layout of the school allows access for all pupils. There is a designated disabled toilet and pathways around school are safe. Ramps provide access to both the front and rear of the school building. Within school, all teaching areas are on the same level. Furniture and equipment in teaching areas are selected, adjusted and located appropriately, e.g. the height of interactive whiteboards.
- Emergency and evacuation procedures are in place (see Emergency Plan) and there are termly fire drills to ensure that all pupils are familiar with the procedures.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to pupils with a disability well before they arrive, including through transition from local nurseries;
- identify early on in their school career any obstacles to the effective learning of disabled pupils;
- implement a system that allows parents to inform us if they themselves have a disability;
- use all available data to inform the planning of individual pupils' learning;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

8.3 Views of those consulted during the development of the plan

The plan is informed by the views and aspirations of disabled pupils and their families, other disabled people or voluntary organisations, and the priorities of the Local Authority. We will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that St Joseph's Catholic Primary School provides the best choices for pupils wanting to enrol here;
- consult the full governing body, including the SEND link governor;
- consult staff, including specifically the SENCo;
- set up a structure to allow the views of pupils, both disabled and non-disabled, to be taken into account (for example through the School Council);
- if appropriate or necessary, survey parents/carers to ascertain their views on our provision for disabled pupils and any developments they feel would be of use, and offer parents/carers alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled pupils in their education;
- ensure the views of all those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders.

9. Scope of the plan

9.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- To investigate how access to those areas of the curriculum that are normally difficult for disabled pupils to access can be improved.
- To further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled pupils.
- To investigate alternative provision/routes and collaboration that will assist disabled pupils to learn, including liaison with Cumberland Council's SEND team and the Cumberland Local Offer.

We plan to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in breakfast club, after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND advisers, and of appropriate health professionals from the local NHS Trusts.

Collaboration of all stakeholders at St Joseph's is essential in ensuring that access to the curriculum is improved. Staff work together when planning the curriculum and individual needs are considered where appropriate. In particular, we consider:

- whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for pupils who may be harder to include, such as those with physical or behavioural challenges;
- how threats to participation have been analysed using risk assessments and action taken to reduce those identified risks;
- how classroom support arrangements, such as deployment of teaching assistants and provision of ICT, contribute to and enhance learning opportunities;
- how specific strategies such as flexible timetabling, nurture groups, access to therapy and our first day absence response have enhanced attendance and participation;
- how classroom/group organisation has been targeted to ensure that all pupils achieve increased levels of success;
- how our response to pupils through the SEND Code of Practice has improved pupil attainment, and how effective communication regarding specific pupil needs has been achieved and is monitored;
- how liaison and relationships with external agencies have supported and enhanced pupils' access to the curriculum, and how this is monitored and improvements targeted;
- how staff training needs, to effectively meet the diverse abilities and disabilities of all pupils (including prospective pupils who may require manual handling, signing, personal hygiene support etc.), have been identified and supported;
- pupil peer support (Peer Mentors) and the ways that the school ensures pupils have a voice in decisions that affect them (School Council);
- action to ensure that disabled members of the school community are seen in a positive light, including positive role models of adults with disabilities;
- ensuring that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.

9.2 Improving the school's physical environment to increase the extent to which disabled pupils can take advantage of education and associated services

- In consultation with the LA (where necessary and appropriate) investigate various improvements to the site.
- Improve accessibility points to different curriculum areas.
- Investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

Priorities are identified by the leadership of the school (Head Teacher and governors), working alongside the Local Authority in its condition survey and scheme of responsibility for buildings. The school's building plan identifies priorities, which are evaluated annually by the leadership of the school and reported to governors.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems. Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination difficulties, such as specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will generally be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services for the population (and future population) of the school. For example, a pupil with a visual impairment might have low vision aids provided through their EHC plan, but the school might as a general measure provide blinds and adjustable lighting and colour distinction through the planning duty.

The Governing Body will consider and record reflection upon all areas of the physical environment such as:

- changes to improve access to doors, toilet and changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.;
- changes outside of the school building, e.g. provision of disabled parking;
- management and organisation issues such as maintenance of lights, and fire alarms appropriate to those with hearing impairments;
- increased access to, and maintenance of, auxiliary aids and ICT hardware/software;
- improvement to the acoustic environment, which might include installation of sound fields/hearing loop systems;
- provision of sensory areas and/or quiet spaces for neurodivergent pupils and those with mental health needs such as anxiety;
- storage for wheelchairs and other mobility devices;
- application and progress on capital funding for major access works through the Local Authority, and use of school funds to support targets such as suitable floor coverings, furniture and the layout of the playground.

9.3 Improving delivery of information that is provided in writing for disabled pupils

We will strive to:

- produce all school literature at a suitable font size to help visually impaired pupils;

- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Governors will achieve this by:

- informing readers that school published material is available on request in a selection of formats via the school website;
- considering how to increase information accessibility for those who have English as an additional language or other communication needs, at school meetings etc. (for example, using the translation feature in ClassDojo);
- considering the readability of information, including that provided on the school website, and monitoring it to ensure accessibility to a wide range of needs and abilities;
- considering how books and other pupil information are selected and provided to meet a diversity of pupil needs;
- monitoring the effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

9.4 Financial planning and control

The Head Teacher, together with the Governing Body, will review the financial implications of the Accessibility Plan as part of the normal budget review process. The objective is that over time Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

10. Implementation

10.1 Management, coordination and implementation

St Joseph's leadership team will undertake a disability audit using a cross section of staff, pupils and parents (see section 8.3). As a result of the audit, we shall:

- produce action plans, with definite timescales for the implementation of the actions implicit in the plan;
- provide training so staff can understand and buy into the Accessibility Plan and not see it as a bolt-on;
- present the plan to the Governing Body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans each year to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

10.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. The Head Teacher will report progress against the action plans to governors annually. Evaluation that may be useful to judge success may include:

- success in meeting identified targets;

- changes in physical accessibility of school buildings;
- questionnaires and responses from parents, pupils and staff indicating increased confidence in the school's ability to promote access to educational opportunities for pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;
- recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed;
- increased levels of achievement for pupils with disabilities;
- pupil responses (verbal, pictorial and written) that indicate that they feel themselves to be included;
- Ofsted inspections that identify high levels of educational inclusion.

10.3 The role of the LA in increasing accessibility

Governors may comment on the impact Cumberland Council has had in supporting the school to implement the accessibility plan. This may include identifying how the LA has:

- provided training and awareness opportunities on inclusion for staff, governors and parents, and how this has been used in school to promote inclusion;
- promoted collaboration through the provision of information aimed at sharing good practice;
- encouraged liaison between special and mainstream schools to share expertise;
- ensured that the school is aware of support services that provide advice to schools and staff;
- provided specialist help to identify ways forward in increasing the inclusion of all pupils;
- linked building adaptations to refurbishment and capital building works;
- informed schools how information can be provided in a number of different formats.

10.4 Accessing the school's plan

This plan is published on the school website. A paper copy is available from the school office, and we will provide it in other formats (for example large print, or read through with a member of staff) on request.

To improve access to information around school we will consider:

- symbol software to support learners with reading difficulties;
- raising awareness of font size, colour palettes and page layouts to support pupils with visual impairments;
- auditing the school library to ensure the availability of large font and easy read texts;
- auditing signage around the school to ensure that it is accessible to all;
- auditing the use of, and methods of displaying, materials around the school.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison with other local schools, including special schools;
- seeking support/advice from services, other agencies and organisations outside the school;
- ensuring that the school is aware of all support services that provide advice to schools and staff.

11. Related policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum details
- Equality Statement and Scheme (Part 2 – Equality Policy) and equality objectives
- Special Educational Needs and Disabilities (SEND) Policy and SEN Information Report
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy and Procedures
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy and procedures
- Off-Site Visits Procedures
- Behaviour Policy and procedures
- School Development Plan
- Asset Management Plan
- Emergency Plan
- Complaints Procedure

In the faithful care of St Joseph, Jesus prospered.

We care, we belong, we learn together in faith.

Appendix A(i) – Improving access to the curriculum

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

Targets carried forward from the 2023–2026 plan are shown first. They are followed by new targets for 2026–2029.

Target	Strategy	Outcome	Timeframe	Achievement	Date complete
To continue to train staff to enable them to meet the needs of children with a range of SEND.	Targeted staff CPD; liaison with feeder nurseries regarding transition to identify any training needs.	Staff are able to support all children to access the curriculum.	Ongoing		
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the child and provide equipment as needed, e.g. special pencil grips, headphones, writing slopes.	Children develop independent learning skills.	Discussed termly at review meetings or following SAT reports		
Review TA deployment.	In review meetings with staff, establish when they are available to support children each day that may be different to their current working hours.	Adult support is available at key times when individual children may need it, e.g. lunchtimes, PE, extra-curricular activities.	Reviewed annually		
Adapting learning.	Training delivered by Cumberland Council (September 2024); embed adaptive teaching through monitoring and staff meetings.	All staff adapt learning for all children's needs.	Training September 2024; embedding ongoing		
Ensure clubs, breakfast club and trips are fully inclusive.	Review clubs and off-site visits at the planning stage; complete risk assessments and make reasonable adjustments so that disabled pupils can take part.	All pupils can take part in the wider curriculum.	Reviewed termly		
Improve support for neurodivergent pupils.	Whole-staff autism and ADHD awareness training, using Cumberland's Ordinarily Available Provision guidance; use Pupil Passports to share strategies with all adults.	Neurodivergent pupils are included and supported consistently across the school day.	By July 2027		
SENCo qualification.	SENCo to complete the National Professional Qualification (NPQ) for SENCOs at the next available cohort.	Statutory qualification gained; expertise shared with staff.	Next available cohort		

Appendix A(ii) – Improving access to the physical environment

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

The 2023–2026 plan did not record any physical environment targets. The targets below are new for 2026–2029 and will be updated with the findings of the next Asset Management Plan/access audit.

AMP/ AA ref.	Item	Activity	Timescale	Cost £	Responsibility	Date complete
N/A	Access audit	Arrange an access audit of the building and grounds with Cumberland Council (and the Diocese where relevant); add its recommendations to this plan.	By Summer 2027		Head Teacher / governors	
N/A	Emergency evacuation	Personal Emergency Evacuation Plans (PEEPs) for any pupil or staff member with mobility, sensory or other needs; general plan to cover visitors who need help to evacuate.	Ongoing; reviewed annually		Head Teacher	
N/A	Quiet / sensory space	Identify and equip a calm space for neurodivergent pupils and those with anxiety; seek advice from the SEND advisory service.	By Spring 2027		SENCo	
N/A	Visual environment and signage	Use colour contrast, clear signage and good lighting whenever areas are redecorated or refurbished.	As redecoration takes place		Head Teacher / premises	
N/A	Ramps, paths and accessible toilet	Keep ramps, pathways, the accessible toilet and wet room in good condition through termly health and safety checks.	Termly		Premises / H&S governor	
N/A	Hearing impairment	If a pupil with a hearing impairment joins, seek advice from the sensory support service on acoustics (e.g. soundfield system, soft furnishings).	As needed		SENCo	

Appendix A(iii) – Improving access to written information

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

Targets carried forward from the 2023–2026 plan are shown first. They are followed by new targets for 2026–2029.

Target	Strategy	Outcome	Timeframe	Achievement	Date complete
To ensure that all parents and other members of the school community can access information.	Inform parents/carers that written information will be provided in alternative formats as necessary.	Written information is provided in alternative formats as necessary.	As needed		
To ensure that parents who are unable to attend school physically due to a disability can access parents' evenings.	Staff to hold parents' appointments virtually or by phone and send home a copy of written information.	Parents are informed of their child's progress.	As needed		
School website is accessible.	Check the website for readability, font size and colour contrast; add a statement that documents are available in other formats on request.	Parents with visual or reading difficulties can use the website.	By Spring 2027, then annually		
Families with English as an additional language can access information.	Use ClassDojo translation and, where needed, interpreters for meetings.	EAL families understand key information.	Ongoing		
Pupils understand their own targets.	Pupil Passports and targets written in child-friendly language, with symbols or pictures where helpful.	Pupils with SEND know their targets and how they are supported.	From Autumn 2026		