

St. Joseph's Catholic Primary School Harrogate
A Voluntary Academy

Let all that you do be done in love.

Be grateful, be humble, be brave, be giving



Accessibility Policy & Plan

Policy review date – September 2026
Person Responsible – Gillian Delahay
Ratified by Governors –September 2026
Review date – August 2029

1. Vision Statement

At St Joseph's Catholic Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for lifelong learning. We believe that children should feel happy, safe and valued so that they develop respectful and caring attitudes towards one another and the environment, both locally and globally.

Our mission is to provide a distinctive Catholic education for every child, with Gospel values and virtues at the heart of all we do. Our children are part of a loving Christian school community where every individual feels valued, confident and secure.

This Accessibility Plan has been produced in accordance with Schedule 10 of the Equality Act 2010 and Department for Education guidance. The Equality Act defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The school is committed to fulfilling its duties under the Act by making reasonable adjustments and by preparing, publishing and implementing an accessibility plan.

2. Aims

- Increase access to the curriculum for pupils with disabilities and long-term health conditions.
- Improve the physical environment of the school to ensure that pupils, staff, parents/carers and visitors with disabilities can access education, facilities and services.
- Improve the delivery of information to pupils

St Joseph's Catholic Primary School aims to treat all pupils fairly and with respect. We are committed to providing an environment that enables full access to the curriculum and values and includes all pupils, staff, parents/carers and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs.

We are committed to meeting our duties under the Equality Act 2010 and to fostering a culture of inclusion, support and awareness throughout the school community.

This Accessibility Plan sets out how access will be improved for disabled pupils, staff and visitors over time and how the school will make reasonable adjustments, where required, to remove barriers to participation and learning.

The Plan is available on the school website, and paper copies are available on request.

Any concerns relating to accessibility should be raised through the school's Complaints Procedure, which outlines the process for making and resolving complaints

3. Legislation and guidance

This Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance on the Equality Act 2010 for schools.

The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, *long-term* is generally understood to mean that the impairment has lasted, or is likely to last, for at least 12 months, while *substantial* means more than minor or trivial. Disabilities may include 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 under the Equality Act 2010 to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers. Reasonable adjustments may include changes to policies, practices, the physical environment, the provision of auxiliary aids, or access to information.

4. Principles and current provision

St Joseph's Catholic Primary School is committed to ensuring that disabled pupils can access and participate fully in school life. The school works in partnership with pupils, parents/carers and external professionals to identify and remove barriers to learning, participation and achievement, and to make reasonable adjustments where required.

Information about disabilities and long-term health conditions is gathered through admissions procedures, liaison with pre-school and previous settings, pupil records, and ongoing communication with parents/carers and relevant professionals. Parents/carers are encouraged to inform the school of any changes to their child's needs so that appropriate support and adjustments can be put in place.

In implementing this policy, the school considers the needs of disabled pupils and pupils with long-term health conditions, including those who may also have SEND or other additional needs.

4.1 Physical environment

- The school is primarily a single-storey building with level access to most teaching areas. There are four steps leading to parts of the Reception and Key Stage 1 provision; these have been identified as a potential access barrier and are recorded within the school's accessibility audit.
- Entrances are designed to accommodate wheelchair users, and the main entrance includes a secure, accessible lobby.
- An accessible toilet and hygiene suite, including handrails, an emergency pull cord and a shower facility, are located adjacent to the school hall.
- Fire safety systems include audible and visual alarms. Emergency escape routes and signage are clearly displayed throughout the building.
- Where physical access is restricted, reasonable adjustments will be considered on an individual basis. These may include the use of alternative teaching spaces, adapted timetables or other appropriate arrangements to support access and participation.

4.2 Curriculum and teaching

- High-quality adaptive teaching is the school's first approach to meeting individual needs. Teachers use appropriate differentiation, scaffolds, visual supports and established classroom routines to remove barriers to learning.
- Where classroom adaptations alone are not sufficient, the SENDCo will coordinate additional support, targeted interventions and involvement from external professionals where appropriate.
- Access to the wider curriculum, including educational visits, clubs, residential visits and PE, will be promoted through appropriate planning, risk assessments, reasonable adjustments and staffing arrangements where required.
- The school aims to provide an inclusive curriculum for all pupils. Where specific areas of learning present challenges, reasonable adjustments will be made to support participation, and advice will be sought from relevant professionals when required.

4.3 Information and communication

- The school will provide information in alternative formats where required to support pupils, parents/carers, staff and visitors.
- Different methods of communication will be used, as appropriate, to enable pupils with disabilities to express their views and access information.
- Where a parent/carer's preferred language is not English, the school will seek to provide translated materials or interpreting support where reasonably practicable.

5. Roles and Responsibilities

- Responsible Body: Bishop Wheeler Catholic Academy Trust.
- Local Governance Oversight: Academy Council.
- Operational Lead: Headteacher.
- SEND Lead: Amy Keith, SENDCo.
- Premises Lead: Gillian Delahay/Headteacher.

6. Implementation, Monitoring and Review

The Headteacher and SENDCo are responsible for coordinating the implementation of this policy and the school's Accessibility Plan. The Academy Council provides oversight and monitors progress in meeting the school's accessibility duties.

In implementing the policy and plan, the school will:

- work in partnership with disabled pupils and their parents/carers to identify needs, barriers and appropriate reasonable adjustments;
- seek advice and support from relevant external professionals, specialist services and the Local Authority where appropriate;
- work with the Trust and other schools and settings to share expertise and good practice, including through SENDCo networks;
- review accessibility arrangements in response to changes in pupils' needs, the school environment, legislation or statutory guidance; and
- ensure that appropriate resources are considered to support the implementation of actions identified within the Accessibility Plan, through the school's budget-setting and premises-planning processes.

This Accessibility Policy will be reviewed at least every three years, or sooner where changes in legislation, statutory guidance or school circumstances require.

The school's separate Accessibility Plan covers the period **1 September 2026 to 31 August 2029**. It will be reviewed annually by the Headteacher and SENDCo, with progress against identified actions monitored by the Academy Council.

The Accessibility Policy and Accessibility Plan are published on the school website. Paper copies and alternative or accessible formats, including large print, easy-read and translated versions, will be made available on request within a reasonable timeframe.

7.Complaints

Any concerns relating to accessibility should be raised through the school's Complaints Procedure.

3. Accessibility Action plan 2026-2029

The following action plan identifies how the school will improve accessibility over the period **1 September 2026 to 31 August 2029**. It should be read alongside the school's Accessibility Policy.

Progress against the actions will be reviewed annually by the Headteacher and SENDCo and monitored by the Academy Council. The Plan may be amended during the three-year period in response to changes in pupils' needs, the school environment, legislation or statutory guidance

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

The school will continue to identify and remove barriers to learning and participation so that disabled pupils, including prospective pupils, can access an ambitious curriculum and participate in the wider life of the school. This will include adaptive teaching, reasonable adjustments, appropriate auxiliary aids and assistive technology, staff training and advice from specialist professionals where required.

Targets	Actions	Timescale	Responsibilities	Success Criteria
Identify accessibility needs at the earliest opportunity	• Liaise with parents/carers, pre-school providers, previous schools and relevant professionals before admission or transition. • Identify required reasonable adjustments, resources, training and environmental adaptations so that these can be planned in advance wherever possible.	Annually May–July and on admission/transition	Headteacher, SENDCo, EYFS Leader and class teachers	Accessibility needs are identified promptly and appropriate provision and reasonable adjustments are in place when pupils start school or transition.
Strengthen access to the curriculum through adaptive teaching and appropriate resources	• Review the accessibility of classroom provision for disabled pupils. • Embed appropriate use of scaffolds, visual supports, adapted resources, auxiliary aids and assistive technology. • Seek specialist advice where required.	2026–2029; reviewed annually	SENDCo, Subject Leaders, Teachers	Monitoring demonstrates that disabled pupils can access an ambitious curriculum and identified barriers are addressed effectively.

Ensure staff have the knowledge and skills to meet identified accessibility needs	- Identify training requirements arising from individual pupil needs and wider accessibility monitoring. - Provide relevant CPD and specialist guidance and ensure agreed adjustments are understood and consistently implemented.	Ongoing / as needs arise	Headteacher, SENDCo	Monitoring demonstrates that disabled pupils can access an ambitious curriculum and identified barriers are addressed effectively.
Promote equitable participation in the wider curriculum	- Consider accessibility when planning educational visits, residentials, PE, clubs, Prayer & Liturgy, performances and other enrichment opportunities. - Complete individual risk assessments and access planning where required and make reasonable adjustments to enable participation.	Ongoing	SLT, SENDCo, Teachers, Visit/Activity Leaders	Disabled pupils are enabled to participate in the wider life of the school and reasonable adjustments are evidenced in planning where required.
Ensure appropriate assessment access arrangements	Identify pupils requiring access arrangements for statutory assessments and implement arrangements in accordance with current statutory guidance	Annually / as required	Headteacher, SENDCo, Teachers	Eligible pupils receive appropriate access arrangements and can demonstrate their attainment without avoidable accessibility barriers.
Use pupil and parent/carers voice to identify barriers.	- Seek feedback from disabled pupils and their parents/carers about access to learning, participation and school life - Use findings to inform reasonable adjustments and future accessibility priorities.	At least annually	SENDCo, SLT	Pupil and parent/carers feedback demonstrates that barriers are identified and acted upon; findings inform annual review of the Plan.

Aim 2: Improve the physical environment to increase the extent to which disabled pupils can take advantage of education, facilities and services

Targets	Actions	Timescale	Responsibilities	Success Criteria
Maintain an up-to-date understanding of physical accessibility across the school site.	- Complete and review an accessibility audit, considering entrances, internal routes, toilets, signage, lighting, acoustics, teaching spaces and emergency evacuation arrangements. - Identify priorities for improvement.	Autumn 2026 and annually thereafter	Headteacher, SENDCo, Trust/Premises Lead	An up-to-date accessibility audit is maintained and identified priorities inform the Accessibility Plan and premises planning.
Review the identified access barrier affecting parts of Reception and KS1	- Assess the four-step access point and consider feasible options for improving accessibility. - Seek premises/specialist advice where appropriate and ensure reasonable alternative arrangements are available where physical access remains restricted.	Review during 2026–27; actions thereafter according to feasibility	Headteacher, Trust/Premises Lead, Academy Council	Options have been formally assessed and appropriate improvements or reasonable alternative arrangements are implemented and recorded.

Ensure accessibility is considered in premises improvements and refurbishment	Consider the needs of disabled pupils and other users when planning alterations, refurbishment or improvements, including access, lighting, acoustics, colour contrast, signage, facilities and fittings.	Ongoing	Headteacher, Trust/Premises Lead	Accessibility considerations are evidenced within relevant premises decisions and improvements.
Ensure safe emergency evacuation arrangements	- Identify pupils who may require additional support during an emergency. - Develop and review individual emergency evacuation arrangements where required and ensure relevant staff understand their responsibilities.	On admission and as needs change; reviewed annually	Headteacher, SENDCo	Appropriate emergency evacuation arrangements are in place, understood by staff and reviewed when needs change

Aim 3: Improve the delivery of information to disabled pupils

The school will take reasonable steps to ensure that information provided to pupils is available in accessible formats, taking account of individual needs and providing information within a reasonable timeframe.

Targets	Actions	Timescale	Responsibilities	Success Criteria
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Improve access to written and digital information for disabled pupils	Identify individual communication and information needs and provide information in appropriate formats where required, which may include enlarged print, visual or simplified materials, adapted digital resources, symbols or other specialist formats.	Ongoing	SENDCo, Teachers	Disabled pupils receive information in formats appropriate to their identified needs and can access learning and school information effectively.
Develop staff awareness of accessible communication	Ensure staff understand how to adapt the presentation and delivery of information in response to identified sensory, communication or accessibility needs. Seek specialist advice where appropriate.	Ongoing	SENDCo	Accessible communication strategies are evident in classroom practice and individual adjustments are consistently implemented.
Support accessible communication with parents/carers and the wider school community	- Identify accessibility or communication requirements - Provide reasonable adjustments or alternative formats where appropriate, including large print, easy-read, translated information or interpreting support where reasonably practicable.	Ongoing	Headteacher, SENDCo, Admin Team	Parents/carers can access key school information and participate effectively in communication about their child's education.

4. Monitoring arrangements

The Headteacher and SENDCo will review progress against this Plan annually. The review will consider:

- progress against identified actions and success criteria;
- feedback from disabled pupils and their parents/carers;
- evidence from accessibility audits and monitoring of curriculum provision;
- participation in the curriculum and wider school life;
- the effectiveness of reasonable adjustments;
- changes in the needs of current or prospective pupils; and
- any changes to legislation or statutory guidance.

Outcomes from the annual review will be reported to the Academy Council and used to update actions and priorities where required.

5. Links with other policies

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

- Risk assessment policy
- 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
- Admissions policy

Appendix 1: Accessibility audit

This audit should be reviewed annually and when there are significant changes to the school premises or the accessibility needs of pupils. Identified priorities should inform the school's Accessibility Action Plan and premises planning.

Feature	Current Position / Accessibility	Actions Required	Responsibility	Timescale / Review
External access and approach to school	Main routes to the school are accessible. The school has a staff car park and use of the church car park for visitors.	Keep access routes clear and review accessibility in response to identified individual needs.	Headteacher / Premises Lead	Ongoing; reviewed annually
Entrances and doorways	Main entrance has a secure accessible lobby. Entrances and doorways provide appropriate access to the main school building.	Ensure entrances and access routes remain clear of obstruction. Review accessibility as part of any future premises work.	Headteacher / All Staff	Ongoing
Internal levels / steps	The school is predominantly single storey. There are four steps affecting access to parts of the Reception and KS1 provision, which represent a potential physical access barrier.	Assess feasible options for improving accessibility to this area. Seek premises/specialist advice where appropriate. Ensure reasonable alternative arrangements are available where physical access remains restricted.	Headteacher / Trust Premises Lead	Review 2026–27; thereafter according to feasibility
Corridors and internal circulation	Corridors are sufficiently wide to support wheelchair access and manoeuvring.	Keep corridors, circulation routes and doorways free from unnecessary obstruction.	All Staff	Ongoing
Teaching spaces	Classrooms and teaching spaces can be adapted according to individual pupil needs.	Review room layout, furniture, seating and positioning when specific accessibility needs are identified. Make reasonable adjustments where required.	Teachers / SENDCo	Ongoing / as required
Accessible toilet and hygiene facilities	An accessible toilet and hygiene suite is located adjacent to the school hall. Facilities include handrails, an emergency pull cord and shower.	Ensure the facility remains accessible, operational and free from storage or obstruction. Include accessibility equipment within routine premises checks.	Headteacher / Premises Team	Ongoing; reviewed regularly
Lighting	General lighting is provided throughout the school.	Consider lighting requirements for pupils with visual, sensory or other identified needs and when undertaking refurbishment or replacement works.	Headteacher / SENDCo / Premises Lead	Annually and as needs arise

Acoustics	Classroom and communal-space acoustics are managed through normal classroom organisation and provision.	Consider individual hearing, sensory and communication needs when arranging learning environments. Seek specialist advice and make reasonable adjustments where required.	SENDCo / Teachers	Ongoing / as required
Signage and wayfinding	Internal emergency signage and escape routes are clearly displayed throughout the school.	Maintain clear signage. Consider accessibility, including appropriate positioning, visual clarity, symbols and contrast, when signage is replaced or updated.	Headteacher / Premises Lead	Annual review
Fire alarm systems	Audible and visual alarm systems are in place.	Maintain and test alarm systems in accordance with the school's fire safety arrangements.	Headteacher / Premises Lead	In accordance with fire safety schedule
Emergency escape routes	Emergency escape routes are identified and clearly displayed. A fire evacuation plan is in place.	Keep escape routes clear and signage maintained. Identify pupils requiring additional evacuation support and put individual emergency evacuation arrangements in place where required.	Headteacher / SENDCo / All Staff	Ongoing; individual arrangements reviewed as needs change
Furniture and equipment	Furniture and equipment can be adapted or repositioned according to identified pupil needs.	Consider adapted furniture, specialist equipment or auxiliary aids where required and seek professional advice where appropriate.	SENDCo / Headteacher	As required
Sensory environment	Adjustments can be made to classroom environments according to identified sensory needs.	Consider noise, lighting, visual stimulation, seating, calm spaces and other environmental factors when individual needs are identified.	SENDCo / Teachers	Ongoing / as required
Outdoor areas and playground	Pupils have access to outdoor play and learning areas.	Review routes, surfaces and access to outdoor provision for pupils with mobility, sensory or other accessibility needs and make reasonable adjustments where required.	Headteacher / SENDCo	Annually / as required
Information and communication	Information can be adapted according to identified individual needs.	Provide accessible formats and communication approaches where required and ensure relevant staff are aware of individual requirements.	SENDCo / Teachers / Admin Team	Ongoing