ST.JOSEPH'S
MALMESBURY
CATHOLIC SCHOOL & NURSERY FOR CHILDREN AGED 2-11

ACCESSIBILITY PLAN

Author / reviewer responsible:	NM	Last amended:	2026
Authorisation by resolution of:	Governors	Date of authorisation:	T1 2026
		Date of next review:	September 2029

The school's Accessibility Plan needs to be read and understood in conjunction with the following policies and documents:

- Special Educational Needs and Disability (SEND) Information Report/Policy
- Health & Safety Policy
- Equality Act 2010

St Joseph's Catholic Primary School is committed to creating an environment that enables full curriculum access to all pupils and that values and includes all pupils, staff, parents and visitors. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability, and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan details existing access and demonstrates how access is to be improved for disabled pupils, staff and visitors to the school. It anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all works during the lifetime of this plan and therefore some items may be rolled forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covered in this plan in order to inform the development of the new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website with hard copies also available on request from the school office.

Aims and Objectives

Our aims are to:

- Increase access to the curriculum for children with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information in response to specific identified needs

The following plan identifies the school's normal working practice to enable an inclusive approach to all children, but in particular those with disabilities.

Aim 1: Enabling those with an identified disability to participate in the school curriculum

ONGOING ACTION	STRATEGIES	TIMING	RESPONSIBILITY	SUCCESS CRITERIA
To establish specific needs of children prior to the date when they start school (either new intake in September each year or starting at a later date).	Through disability questionnaires, which are sent out to all new parents/carers to request information on their child/children, establish levels of disability and specific needs.	• June/July for new intake in Foundation Stage each September. • Prior to a child joining school be it mid-year or in September each	Early Years Staff Head teacher SENDCO	Disability Register will be kept up to date and school will be aware of specific needs prior to a child's attendance at school
To establish specific needs of parents/carers with regard to receiving information prior to the date when their child/children join our school	Through correspondence sent out to new parents/carers asking them to advise us of any specific needs they might have.	• June/July for new intake in Foundation Stage each September. • Prior to a child joining school be it mid-year or in September each year in any other year group.	Office Staff Head teacher	School will be aware of any specific needs of parents/carers and have procedures in place to ensure information is accessible.

Maintain an up-to-date Disability Register that can sit alongside or within the SEND Register	From information provided through questionnaires and through liaison with other experts and external agencies, establish and maintain disability register of children and of parents/carers where declared.	Revise and update at the beginning of each year and on an on-going basis as the need occurs	SENDCO Head teacher	Register will be established and kept up to date.
When reviewing school policies, ensure that these reflect our inclusive practice and procedure.	Review policies and procedures in order to comply with our legal responsibilities under the Equalities Act 2010.	Ongoing	SENDCO Curriculum Leaders Head Teacher Governors	All policies & procedures reflect inclusive practice where applicable.
Continual close liaison with parents/carers	Ensure collaboration and sharing between schools and families through discussions around IHCP, reviews and parents' evenings as well as day to day contact.	Ongoing	Class teachers SENDCO Head teacher	Clear collaborative approach with all agencies working together.
Continual close liaison with outside agencies for those children with ongoing health needs.	Ensure collaboration between all key personnel and the use of an Individual Health Care Plans.	Ongoing	SENDCO Class teachers	All parties are appropriately informed and work together.

To ensure full access to the curriculum for all children	Where necessary, a differentiated curriculum with alternatives offered. Support staff strategically allocated according to need. Use of interactive ICT equipment, multimedia and other resources to support children with specific needs. Working with external agencies/parents/carers to source specific equipment as required.	Ongoing	Class teachers SENDCO Head teacher All Support Staff	Advice taken and strategies evident in classroom practice. All children supported and accessing the curriculum.
To review attainment of disabled pupils	Through class pupil progress meetings, Teacher/Parents' meetings, SENDCO reviews, ASP and school's own assessment timetable and tracking system.	Ongoing	Class teachers SENDCO Head teacher	Progress made towards targets and Provision Maps shows clear steps and progress made.
Monitor teachers' planning and discuss how needs of specific children can be met by carefully considering differentiation and what 'reasonable adjustments' can be made	Through planning meetings with year groups. SEND surgeries.	Termly	SENDCO	Class teachers' planning will reflect the needs of disabled children and they will have a good understand of what 'reasonable adjustments' they are expected to make.

Promote the involvement of disabled children in extracurricular activities (including after school clubs)	Monitor involvement of children on Disability Register to assess their involvement in after-school clubs. Discuss with children their involvement and in the case of their lack of involvement, establish those factors that are a hindrance and address where possible.	Twice yearly (end of T2 and T4)	PE lead Support staff	All afterschool clubs are open to all children regardless of any disabilities.
Audit of staff training needs	Through staff meetings and performance management, discuss any specific training needs staff might have to work with disabled children in their classes.	Annual audit	Class teachers Head teacher SENDCO	Staff needs will be identified and responded to through necessary training. Staff feel confident to ask for support when needed
Ensure staff are up to date with DES and that it also forms part of the induction procedures for new staff	Through staff meetings, TA briefing, INSET Days and Induction	When new staff join the school Annual refresher, with additional training if required.	Head teacher Class Teachers Support Staff	All staff understand their legal responsibilities under the Equality Act 2010
Increase awareness and positive attitude towards disability amongst all pupils.	Through PSHE lessons, RE lessons and class and wider school curriculum	Ongoing	Class Teachers	All children will develop a better understanding and appreciation of disability.
Promote pupil and parent/carer voice	Consult pupils and families about barriers to participation and possible improvements. Feedback informs the school's priorities and review process.	Annually	SENDCO	Pupils and parents/carers feel regularly consulted and able to contribute to ensuring accessibility

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Improve physical environment of school through review of Accessibility Audit and setting of priorities for each financial year	When setting budgets for coming year, review school's Access Audit, priorities and set targets for any reasonable adjustments that need to be made within the constraints of the budget for the year ahead. Set budget and timescale for any work.	Annual process when setting school budget	Governors	Priorities will be established, budget set and work undertaken as identified.
Ensure all children with a disability are able to be involved in school life.	Through children's IHCP establish any specific needs regarding the physical environment of the school that need to be addressed and use this information to inform financial planning (see above). Through discussions with parents/carers, staff and disabled pupils, discuss and assess needs and respond to those needs.	On-going process through Performance Management, Planning Meetings, Parent Consultations, discussion with children and liaison with external agencies.	Class Teachers SENDCO Head teacher External Agencies	SENDCO/Class Teachers and Head teacher will identify and be aware of specific needs of individual children with a plan in place to meet those needs and make reasonable adjustments where possible.
To check all access points have easy access where applicable	Ramps may need to be purchased to assist exits from the school buildings.	Process when setting school budget Annually	SENDCO	Priorities will be established, budget set and work undertaken as identified.

Classrooms to be set up so that any person with a disability can freely move around a classroom	Constraint in the class due to the nature of the building and class sizes. Review of classroom set ups to allow better movement.	Termly	Class teacher	Classrooms will be as accessible as possible, although the actual classroom size provides constrictions.
Review emergency evacuation arrangements for pupils who may need additional assistance.	Individual arrangements are documented where needed and relevant staff know their roles. This is practised as appropriate.	Ongoing	SENDCO Head teacher Class teacher	Individual evacuation arrangements are documented for pupils who require additional assistance, relevant staff are aware of their responsibilities, and arrangements are reviewed and practised as appropriate.
Compost loo on the land	To assist with increased outdoor learning	Completed October 2026	Head teacher	Loo built and operational for the children (in extremis)

Aim 3: To improve delivery of information to disabled pupils and parents/carers

TARGET	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
To ensure all children and parents/carers with disabilities receive and understand information	Through disability register and communication with parents/carers when their children start school, ensure that the school is aware of and responds to the needs (where reasonably possible/practicable) of individual parents. Canvass views and opinions of parents/carers on and on-going basis	When parents/carers/children first join the school. Ongoing through regular communication and parents' evenings.	School office Class teachers	School aware of specific needs and have reasonable measures in place to enhance communication with parents/carers/children

ACCESSIBILITY ACTION PLAN

OBJECTIVE	**ACTIONS**	**TIMESCALES**
Secure accurate information regarding disability profile of children in the school on which to base future planning and provision securing Equal Opportunities	• Send out Equality Questionnaire to parents for children on entry to the school, collate and analyse information. • Establish whole school profile and disability register;	September 2026 intake and any new arrivals
Secure accurate information regarding disability profile of parents and staff in the school on which to base future planning and provision securing Equal Opportunities	• Send out Equality Questionnaire to parents and staff on entry to the school, collate and analyse information. • Establish whole school profile and disability register;	September 2026 intake and any new arrivals
Gain an understanding of any gaps in staff training	• Conduct a staff audit of training needs. • Plan to address gaps;	Term 2 Academic Year 2026/2027

Review premises to identify and plan for any access areas for development	• Conduct an audit of school premises regarding access (including consultation with disabled children and staff); • Identify and cost areas for development to ensure that they can be included in budget setting exercises.	Term 2 Academic Year 2026/2027