



# Accessibility Plan St Mary and St Joseph

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V. 1		



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## Statement of intent

This plan outlines how St Mary and St Joseph School, aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have 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.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## 1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## 2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.

- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 3. The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities

- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

#### 4. Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Effective communications with nurseries and schools to provide a quality transition.	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs. SENDCo to continue positive relationship with Southwark SEN team to ensure collaboration when transitioning a child with an EHCP.	EYFS Phase Leader SENDCo	Yearly – Summer 2026	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.	<u>Autumn 2026</u>
	Appropriate specialised equipment is used to benefit individual pupils and staff	Chromebooks and talk headphones available to support children with difficulties. Sloping boards for children with physical disabilities.	Headteacher, external advisors, SENCO	Ongoing	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning.	Autumn 2026

		Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment Eg. PECS, visual timetable, wobble cushions etc. Use Widgit subscription to make resources. Ensure sensory room is fit for purpose				
<b>Medium term</b>	All children continue to be visible in the curriculum and resources.	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with SEN, disabilities and medical needs in their classroom practice	SENDco  Class Teachers  Tas  Headteacher	Ongoing, track and evaluate termly with passports and one page profiles.	Children will feel involved and seen in the curriculum and use of resources to support them	Spring 2026

<b>Long term</b>	Pupils with SEND cannot access lessons	Provide tablets and other adjustments for pupils with SEND	Headteacher, ICT manager, SENCO	Autumn 2026	Pupils with SEND can access lessons	Spring 2027
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5. Planning duty 2: Physical environment

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>	<b>Review</b>
<b>Short term</b>	Ensure all children feel safe and involved at playtimes.	Audit of physical environment and equipment available  Play makers to encourage children to join in games. Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher.	PE Lead Headteacher	Spring 2026	Children feel safe in school – evidence in survey results from children	Summer 2026
<b>Medium term</b>	Play equipment is updated to ensure all children, especially those with SEND are able to enjoy and participate in activities at	Use of money in school budget to purchase and update play trail in the playground.  Friendship stops to support SEMH needs  Digging/sensory area to be incorporated within forest school area.	PE Lead Headteacher SENC PTA	Summer 2026	Children have a good experience at break and lunch times and come into class ready to learn.	Autumn 2026

	break and lunch-time					
<b>Long term</b>	Maintain safe access round the interior and exterior of the school.	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website/school staff. Safety improved with parking barriers and temporary road restrictions.	Headteacher  SFO  Admin officer  Safer streets officer	Summer 2026	There is safe access throughout the school.  Car park is managed and access to the school is safe	Summer 2027

## 6. Planning duty 3: Information

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>	<b>Review</b>
<b>Short term</b>	SEND and Medical register and information on children with	Ensure SEND register reflects current pupils being supported. Add notes	SENDCo, Headteacher	Ongoing	SEN and Medical needs will be up-to-date.  Teachers and TAs will be	Autumn 2026

	additional needs to be regularly updated.	to SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date on Arbor. Make SEND and medical needs pinned at the top of a child's profile on Arbor. Liaise with parents and external agencies to ensure we receive upto-date reports.			aware of the needs of children in their class.	
<b>Medium term</b>	SEND register will be updated regularly and shared with all Teachers/TAs	Staff meeting time set aside to discuss needs of the children on the SEND register, including children	SENC0,	Spring 2026 Summer 2026 <b><u>(Termly)</u></b>	All staff will be aware of children's needs, SEN/Medical	Autumn 2026

		that are causing concerns. Register updated and shared at the meeting				
<b>Long term</b>	Register is accessible to all staff, along with current reports/plans/needs	Internal school folder on one-drive where teachers can access information for children in their class and add passports/one page profiles etc.	SENCO Headteacher Admin support	Summer 2026	Teachers can access all relevant information for children in their class.	Autumn 2026

## 7. Monitoring and review

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **January 2027**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.