St Joseph's Catholic School Equalities Action Plan and Accessibility Plan 2026-29

APPROVED BY: LAC St Joseph's

DATE: Lent 2026 NEXT REVIEW DATE DUE BY: Lent 2029

1. Vision and values

The Directors of the Trust, Local Academy Committee Governors, and Trust and school leaders value each member of every school community as an individual created in the image of God.

As a Faith Community, we place a strong emphasis on creating and sustaining an ethos based on Christian principles. Care, understanding and respect for each other are paramount, and we aim to nurture and develop positive spiritual, moral, social and cultural attitudes within our school community. Religious education and collective worship are central to the life of our schools, whilst reflecting the rich variety of religious traditions and diversity of our society. Our ethos, vision and values ensure that every pupil, member of staff and others in our schools community, is given an equal opportunity to achieve their potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

Equality does not mean treating everyone the same; it means treating people fairly, with respect, having regard for their needs, rights and wishes. Sometimes, this might mean making reasonable adjustments or giving people extra help so that they have the same chances.

The following action plan outlines what will be achieved at St Joseph's Catholic Primary School with regards to meeting the Single Equality Duty over the next three years. This plan supplements the STCAT Trust Action Plan contained in the STCAT Equality Policy (May 2022). Schools are also required under the Equality Act 2010 to have an accessibility plan. 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.

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.

2. 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.

Under the Special Educational Needs and Disability (SEND) Code of Practice, '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.

This policy also complies with our funding agreement and articles of association.

3. 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 headteacher.

It will be approved by Local Academy Committee.

4. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

DUTY UNDER EQUALITY ACT	IMPLEMENTATION **<u>What</u> are we going to do?**	ACTIONS	WHO?	WHEN?	IMPACT
RACE: • Tackle racial discrimination • Promote equality of opportunity and good relations between persons of different racial groups **INTENT:** • Fully evaluate the nature lived experience of students and staff in our Trust to test for systemic discrimination. • Drive awareness of race equality • Our school staffing community to become increasingly reflective of the diverse community we serve	1. Review our behaviour data with reference to ethnicity to ensure that all students are being treated equally 2. Review our academic performance indicators with reference to ethnicity to identify target areas 3. Ensure race equality assessment is an active consideration in the development of all policies in all schools 4. Review attendance figures of any key minority groups.	• Termly review of behaviour data • Annual review of Key Stage results • Review of data following all internal assessments • Weekly attendance meeting to review attendance • Policy check	SLT SLT SLT Head/Assistant Head/ Attendance officer	Termly Annually Termly Weekly	• School will gain a deep understanding of the disparities which may affect the children in our school • School leaders will respond to findings of annual evaluation to integrate actions to tackle discrimination wherever it might occur into improvement plans • All school policies to have an equalities assessment at point of renewal from September 2023 onwards • To improve the attendance of identified key groups and whole school attendance.
DISABILITY: • Promote equality of opportunity • Promote positive attitudes towards disabled people • Encourage disabled people's participation in public life **INTENT:**	1. Ensure disability equality assessment is an active consideration in the development of all policies in our School 2. Increase the extent to which pupils with disabilities can participate in the curriculum	• Policy check • Regular review of curriculum to ensure full accessibility.	SLT / all staff responsible for a policy SLT / all subject Leaders	Annually	• All school policies to have an equalities assessment at point of renewal from September 2023 onwards • Removal of barriers to learning and participation • Higher achievement by all

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• Drive awareness of disability equality across our schools • Further develop our specialist services to students with a range of SEN and Disability to ensure inclusion across our school settings, gaining access to high quality education throughout.	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • We consult with appropriate support agencies, thus reducing potential barriers to learning and assessment for individuals and groups of children. • Deployment of auxillary aid and Teaching Assistants. • Information and training for staff • Exam access arrangements	• Introduction of specialist courses for targeted students (where appropriate). • Improvements in lighting / window blinds. • Install handrails in key areas around the school (more than 2 steps). • Yellow markings (paint) refreshed on all steps. • Modified exam / assessment papers	SLT / all staff H&S Lead SENCo	When required Annually When required	• Fewer disaffected and under achieving students • Students achieve target grades / levels • Safe and easier access for students around the school site. • All DDA requirements met and planned for in advance. • Clear information and advice for students and visitors.

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	3. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Fire alarm procedures-PEEPs in place for identified students. • Lighting 4. Improve the availability of accessible information to pupils with disabilities Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources		SLT / Premises Team	Termly	

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	• Pictorial or symbolic representations 5. The school will take account of the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises.		SLT	Termly Review	
GENDER • Eliminate unlawful discrimination and harassment • Promote equality of opportunity between male and female learners and between men and women • Promote good relations **INTENT:** • Drive awareness of gender equality across our schools • Further reduce the Gender Pay gap • Ensure our Catholic schools are places where people of all sexual	1. Ensure gender equality assessment is an active consideration in the development of all policies in our school 2. Ensure we are able to retain quality leaders through active consideration of flexible working 3. Teaching of RSE to include a positive affirmation of diverse family situations, celebrating the love that exists in those family units	• Policy check • Review of RSE curriculum	SLT SLT / RE Lead and PSHE Lead	Annual Review	• All school policies to have an equalities assessment at point of renewal from September 2023 onwards • LGBT+ staff and students to identify school as place where they are comfortable and celebrated as they people they are without any sense of exclusion or marginalisation. • Review of RSE highlights the progressive and inclusive nature of our curriculum that will skilfully celebrate the Glory of

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orientation are welcomed and valued for the person they are and God wishes them to be.					God present in the love between all people