

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

SERVING THE COMMUNITY

Accessibility Policy and Plan

Our Mission Statement

With Christ at the centre, we live, love and learn together,
reaching out to all.

Together, with Jesus, we can do it!



Vision:

‘Only the best is good enough’

Revised: 1st February 2024

Date of next review: Feb 2027

Signed:

Role: Chair of Governing Body

Adopted by the Governing Body: 7th February 2024

1. Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- he or she has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Here at Holy Family Catholic Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimization and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Holy Family Catholic Primary School the plan will be monitored by the Head Teacher and evaluated by the Governing Body.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.
- 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 are the able-bodied pupils (we understand that if a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

School Planning Documents & Policies:

Holy Family Catholic Primary School Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

Curriculum – Environment:

Holy Family Catholic Primary School is committed to providing an environment that enables full curriculum access that 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 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. This includes reviewing access to on-line resources during the COVID-19 pandemic so that no child is left behind (availability of technology and internet access at home).

Publication

The Accessibility Plan will be published on the school website.

Monitoring

The Accessibility Plan will be monitored through the Full Governing Body.

Ofsted

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Improve and maintain access to the physical environment
- Increase access to the curriculum for pupils with a disability
- Improve the delivery of written information to pupils
- Improve access to remote learning to support the needs of all pupils

Our objectives are detailed in the Action Plan.]

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views and will further survey parents in relation to available technology at home for those pupils unable to attend school.

4. Access Audit

At Holy Family Catholic Primary School, buildings are well designed to meet the needs of disabled pupils:

- 7 out of 11 classrooms are on the ground floor;
- use of these classrooms can be rotated to meet pupils' needs;
- all public-access rooms, including front and back entrances, toilets, and hall are on the ground floor, with no steps; ramps are installed at all entrances.
- a disabled toilet has been installed. The toilet is fitted with a handrail and pull emergency cord.
- Arrangements are made for Class Masses/Parents meetings etc to take place on the ground floor.
- We will review accessibility in relation to home learning. The school will ensure all pupils have access to the technology they need to support them when they are unable to attend school, eg COVID-19 pandemic.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Liverpool Archdiocese and Local Authority.

Physical environment			
Targets	Strategies	Outcomes	Time Frame
Ensure that emergency evacuation procedures are effective for all children	Ensure nominated persons are known to all staff during evacuation procedures for all children with significant needs	All children/staff are protected by alarm and evacuation procedures	Ongoing
Ensure all with a disability are able to be involved.	Review access for individual disabled children as part of Personal Provision Plan process. Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.	Enabling needs to be met where possible.	Immediately and with regular review/update
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed within an Individual Healthcare plan	Health and safety requirements are met. All staff fully aware of children in school with medical needs	Immediately and with regular review/update
Ensure disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled parents/carers to drop off & collect children. Offer a meeting time to explain letters home for some parents who need this. Ensure school continues to adopt a proactive approach to identifying the access requirements of disabled parents	Needs of all visitors/parents/ carers are taken into account	Immediately and with regular review/update
To ensure signage in and around school is accessible to all members of school community	Continue to develop external environment to include outdoor continuous provision, playground, equipment and resources. Provide areas where children can 'be quiet' or restful if needed. Look to develop a well being /vegetable plot area for children to access throughout the day. Continue to develop the Nurture Lunchtime clubs with the Learning Mentor.	Staff to continue to work together to plan creative curriculum for outdoors which incorporates all areas of learning within EYFS. Good quality resources purchased to enhance children's physical development during playtime and lunchtime	Medium Term - To be reviewed annually
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SEN staff: to audit accessibility of school buildings and grounds. Governors: Finance & Personnel Committee to check accessibility.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	Long Term - To be reviewed annually
Ensure any proposed 'new build' project is physically accessible for everyone.	Site Manager and Business Manager will ensure compliance with building regulation regarding accessibility.	Any new construction will be fully accessible.	Long Term Until any new construction begins.

Curriculum			
Targets	Strategies	Outcomes	Time Frame
Appropriate use of specialised equipment to benefit individual pupils and staff	The following resources will be available to those pupils who need it Word processors for pupils with specific recording difficulty. Laptops, Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Braille machine (when needed). Staff trained as appropriate.	Increased access to the Curriculum Needs of all learners met.	Continued monitoring (assess/plan/do/ review)
Ensure equal access to ICT for all children	Ipads accessible in all classrooms incorporating a wide range of programmes which take account of a range of abilities and learning needs. Ongoing review of software ensures programmes remain up to date and relevant to children.	Learning more interactive/motivating for all children and particularly those with additional needs	Immediately and with regular review/update
Continue training for teachers and support staff on different aspects of SEN including differentiation when required	Review the needs of children with specific issues, provide all relevant training.	All staff trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. Review on-line curriculum delivery and home learning packs ensuring suitability and accessibility for all during the COVID-19 pandemic and any other periods a pupil may not be able to attend school. We recognise that this is an ongoing process, and that needs and expertise will change with time.	Ongoing throughout the school year
Training for staff on increasing access to the curriculum.	Staff training to support individuals needs On-going training on ASD, Dyslexia Other training will be facilitated as the need arises	Increased access to the curriculum. Needs of all learners met	Ongoing throughout the school year
To provide learning experiences and assessment methods which are appropriately differentiated/modified to allow all children to access the curriculum	Differentiated/modified experiences/recording methods, assessments methods and homework to include dyslexia friendly practice and whole school strategies. Monitoring and reviews with SENDCO to ensure all children are included in all areas of school life. SEN	All children to access learning experiences and demonstrate their knowledge and application of new skills through appropriate learning/teaching and assessment activities	Ongoing throughout the school year

	assessment sheets for children who are working significantly below A.R.E		
Access arrangements to meet individual's needs (for example taking tests) will be applied for and support provided when required.	The SENDCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	Ongoing throughout the school year

Written/Other information			
Targets	Strategies	Outcomes	Time Frame
Improve the delivery of written information to pupils	Adapted SATs materials provided where required eg large print, coloured paper Adapted books with coloured paper provided for certain pupils. Coloured overlays, ear defenders, pencil grips and coloured backgrounds provided for certain pupils. Ensure that information continues to be provided in the most appropriate format for every individual pupil's needs (eg Braille, large font etc). Training for staff to ensure all classrooms are dyslexia friendly. The school to remain aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	Ongoing throughout the school year
Training for teachers on differentiating the curriculum and effective communication with parents	Staff training and meetings with parents of SEN pupils arranged	Increased access to the curriculum Needs of all learners met Parents fully informed	Immediately and with regular review/update
Availability of written material in alternative languages.	The school will use information and translations provided by the EAL Team for key information for EAL families. The school will review language option requirements for the school website.	School information will be available for all.	Review annually.
To continue improving communication for any hearing impaired member of the school community.	Review the need for Sound Field Systems throughout the school.	Enable pupils, parents and visitors who are hearing impaired to be better able to access verbal information.	Review annually.