



Holy Family Catholic School

Accessibility Plan

Date plan last reviewed: Jan 2026

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Statement of intent

This plan outlines how Holy Family Catholic 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/local academy committee 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.

Action plan

	Current good practice	Issue	What, who, when	Review
Curriculum	QFT offered to all pupils	Some chn are not able to engage with online homework	Review access online and discuss with parents at IEP meetings, Class teachers, Spring term 25	
	Broad balanced curriculum features adaptive teaching			
	Some chn have a personalised curriculum based on professional guidance	Every teacher/leader to be a teacher of SEND and to be knowledgeable	Subject reviews inc book looks Teachers, subject leaders, Jan INSET 25	
	Curriculum progress is tracked for all pupils including those with a disability			
	Targets are set and regularly reviewed for those with additional needs (IEPs)			
	Science leader is trialling a KPI curriculum approach for SEND pupils	Where chn are working 'below' we want to be able to celebrate progress	Introduce trial of PKS data sheets SENDCO, class teacher, Spring term 25	
	Pre teaching is used frequently to support learning			
AET whole school training undertaken to upskill staff	Use of technology to support access is inconsistent	Apps to be installed on all ipads to support text to speech and speech to text IT lead, Spring term 25		

	SEND focus included in subject leader reports	Good adaptive practice across school needs to be developed into a consistent offer	Ordinarily available provision document established, SENDCo, Spring 25	
Physical environment	New building has accessibility ramps Disabled toilet facilities available	New 2 yr old provision to be accessible	Plans to be developed, HT, EYFS lead and SENDCo, Summer 25	
	Disabled parking bays Anti slip surfacing on steps Handrails in toilets SEND spaces located around school Sensory room available Range of SEND enrichment trips available for high needs chn SEND chn are included within class trips with modifications made as required	Sensory play equipment for unstructured times to be increased	Play equipment introduced, SENDCO and Operations manager, Summer 25	
Information	Widgits are used across school Communication boards are used as required	Pupils with SEND can find it harder to read and record information for lessons	OAP document to include standard provision, SENDCo, teachers, subject leads, Summer 25	

	<p>Overlays are available as required</p> <p>Visual timetables are used to support understanding</p> <p>Some staff are trained in Braille and Makaton</p>	<p>Use of technology to support access is inconsistent</p>	<p>Apps to be installed on all ipads to support text to speech and speech to text</p> <p>IT lead, Spring term 25</p>	
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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 date. Any changes to this plan will be communicated to all staff members and relevant stakeholders.