

# Holy Family Catholic School



## **ACCESSIBILITY PLAN**

**“Trying to make the world a better place, through creating a learning environment based on Gospel values, where all children and adults become better people.”**

**Holy Family School Mission Statement**

Last reviewed on: May 2021

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

- As teachers we aim to create an environment in which children can experience the joy of learning, be valued as important members of the school and belong to a community that celebrates their differences.
- We recognise that each child is of equal value and that it is our privilege and responsibility to accept each child into our community.
- We believe that every individual in the school should be accorded the respect and dignity that is the right of every person.
- We believe that each child has a right to be taught all areas of the curriculum and that we should aim always to cater for the needs of all children, enabling them to develop concepts, attitudes, values and skills through stimulating and relevant experiences.

The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan, working most closely with local authority services supporting our families.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Some children require a personalised curriculum which we provide with support from external agencies.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p>	<p>Each child's needs are to be considered on an individual basis when they join school and as they move through the school, the specific curriculum adaptations required will be implemented at every stage.</p>	<p>SENCo meets all children with a disability and visits their previous setting (or meets with their family) prior to them joining Holy Family School, in order to assess how school can adapt the curriculum to meet their needs.</p>	<p>SENCo - Monica Evans / Louise Clarke</p>	<p>Ongoing</p>	<p>Transition visits have taken place</p> <p>SENCo met with parents and new pupils</p> <p>All staff are aware of and know how to implement the adaptations to the curriculum</p>

	<i>The curriculum is reviewed at least every three years to ensure it meets the needs of all pupils.</i>	Ensure curriculum includes images and examples of people with disabilities.	Review images and focus people used across the curriculum.	SLT / SENCo	Sept 2022	Each term of each year group features a positive disabled example/image.
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps and child height handrails on stairs</i></li> <li>• <i>Anti- slip surfacing on stairs</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilet</i></li> <li>• <i>Handrails in pupils' toilets</i></li> <li>• <i>Most library shelves at wheelchair-accessible height</i></li> </ul>	Each child's needs are to be considered on an individual basis when they join school. As they move through the school the specific environmental adaptations required will be implemented.	Identify spaces that can be used as break out spaces for pupils.	SENCo & teaching staff	July 2021 and reviewed termly.	Break out spaces identified.
			Regularly review auxillary aids used by pupils.	SENCo & teaching staff	Reviewed annually	All children requiring aids have these in place.
			Follow advice from physiotherapist in relation to the most suitable equipment for a pupil with a disability as their needs change across the school.	SENCo & teaching staff	Reviewed annually	Pupils with a disability have the most suitable equipment as they move through school.

			Risk assessments to be completed for pupils where site accessibility is a concern, considering trip hazards and fire evacuation procedures.	SENCo Tina Tushingham (Business Manager)	Reviewed annually	Risk assessment shared with staff.
			Small sensory room to be designed and developed.	SENCo	July 2023	Sensory room being used by pupils.
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> </ul>	To support pupils with a wide range of disabilities during day to day activities in the classroom.	Teachers continue to use pictorial timetables.	Teachers	Ongoing	Pictorial timetables used across school.

	<ul style="list-style-type: none"> <li>• <i>Coloured overlays</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>		SENCo carries out assessments and liases with external professionals to identify required provision.	SENCo	Ongoing	<p>Staff respond to SENCo's and professional advice, and trial equipment and resources as appropriate.</p> <p>Assess, plan, do approach embedded in school.</p>
		To enable pupils to access online teaching.	Online provision has assistive technology to make it accessible to all.	SENCo Marie Marinez	Ongoing	Assistive technology available on devices and platforms used by school and reviewed annually.

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

#### **5. Links with other policies**

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

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

*May 2021*