

Accessibility plan

Holy Cross Primary School



Approved by:

K McHale & B
Monahan

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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 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

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 a Catholic School, we at Holy Cross are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, emotional and cultural needs. We look to the life and teachings of Jesus Christ as a model for the life of our school. We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

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.

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including governors, staff and parents.

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 complies with our funding agreement and articles of association.

3. Action plan

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

Aims	Current Practice	Development	Person responsible	Monitoring	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers an adapted 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 and are included in class and individual provision maps or as part of an Education & Health Care Plan (EHCP) • The curriculum is reviewed to make sure it meets the needs of all pupils • Training and CPD for staff eg with the SEND Hub 	<p>Short-term continued monitoring of pupils' needs and purchasing of resources for adaptation and support.</p> <p>Medium term Continued improvement in adaptive technology.</p>	<p>Continued liaising with the Trust IT and buildings and estates</p> <p>SENCO Headteacher</p>	<p>CMAT</p> <p>Local Governing Body</p> <p>EHT</p>	<p>All pupils access and participate in all curriculum subjects.</p> <p>All staff in school are aware of the needs of all pupils and participate in regular training when required.</p> <p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff & governors are confident that the needs of pupils with disabilities are being met.</p> <p>Continuously monitored to ensure any new needs arising are met</p>

Aims	Current Practice	Development	Person responsible	Monitoring	Success Criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Few corridors as most classrooms are off a central hall • Accessible toilet and changing facilities • Parking adjacent to the front door 	<p>Long-term objectives to improve the carpark surface</p> <p>To improve accessible toilets for younger pupils.</p> <p>Long term objective to improve the acoustics in the classrooms and the hall.</p>	<p>Continued liaising with the Trust IT and buildings and estates</p> <p>Headteacher SENCO</p>	<p>CMAT</p> <p>Local Governing Body EHT</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Language and signing resources • Range of technology to support pupils eg Ipads and text assisted technology 	<p>Long term objective to improve the acoustics in the classrooms and the hall</p>	<p>Continued liaising with the Trust IT and buildings and estates</p> <p>Headteacher SENCO</p>	<p>CMAT</p> <p>Local Governing Body EHT</p>	

4. 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 Governor Body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Intimate Care Policy