

This Accessibility Plan covers the period from July 2019 to July 2022

Holy Cross Catholic Primary School

Accessibility Strategy

There is a requirement under the Equality Act 2010 for schools to have an accessibility strategy. It states that the strategy should: -

- (a) increase the extent to which disabled pupils can participate in the schools' curriculums;
- (b) improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
- (c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The definition of disabled can be found in the Equality Act 2010.

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1. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Holy Cross Catholic Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. 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; (If a school fails to do this they are in breach of the DDA). 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.

3. Attached is the Action Plan, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

5. The Action Plan for physical accessibility relates closely to the Health and Safety Checklist of the School, undertaken regularly by the School. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent

plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. The School Prospectus will make reference to the Accessibility Plan.

7. The School's complaints procedure covers the Accessibility Plan.

8. The Plan will be monitored through the Site Committee of the Governing Body.

9. The plan will be distributed to Parents via the School Website:

10. The Plan will be monitored by Ofsted as part of their inspection regime.

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IMPROVING CURRICULUM ACCESS				
Target	Strategy	Outcome	Timeframe	Achievement
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing and reviewed termly	Increase in access to the National Curriculum
Improved access for all children but particularly less able to improve safe travel around school	Sort existing resources and declutter. Sort shelves and store rooms to optimise their use. Purchase any required storage furniture to help with this	All areas around school comply with Health and Safety regulations and trip hazards are avoided.	Monitored through termly head teacher Health & Safety Audit	Access improved for all but particularly for those with mobility issues
All relevant staff trained in supporting pupils with ADHD. (ADHD Foundation)	Staff attend ADHD training. Additional training from BI team for staff working closely with pupils with ADHD.	Staff able and confident to support pupils with ADHD; improved management and behaviour.	2018-2019 (1:1 support staff) Ongoing work with BI Team.	Behaviour is improved; suitable amendments made e.g. brain breaks; IBPs..
IMPROVING PHYSICAL ACCESS				
To improve travel on stairs for pupils with physical disability.	Needs assessment and alternative arrangements made (reasonable adjustments)	Safer access around school for pupils with physical disability eg in case of fire alarm	Health & Safety termly monitor	Safe travel on stairs.
IMPROVING COMMUNICATION OF INFORMATION				
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative	The school will be able to provide written information in different formats when required for individual purposes	As and when required	Delivery of information to disabled pupils improved

	formats			
Engage with parents to set up parent support .	Arrange meetings with parents and focus of these.	Parents feel supported, share ideas, have a forum to share worries and issues re SEN	Work of Pastoral Manager and SENDCo	Parents more knowledgeable and confident to ask for support.