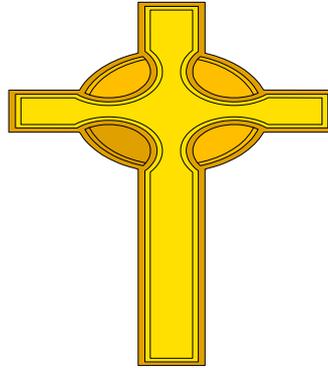


Holy Cross Catholic Primary School



Accessibility Plan

2022-2025

We care, we share, we value.

Approved by Full Governing Body on **November 2022**
To be reviewed on or before **July 2025**

Signed _____
Signed _____

Chair of Governors
Headteacher

Contents

1. Aims	Error! Bookmark not defined.
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	8
5. Links with other policies	8

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.

At Holy Cross, we have high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves to their potential. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure that we recognise and value uniqueness and success. We recognise learning in all its forms and we are committed to nurturing lifelong learners. We are committed to improving children's confidence and self-esteem. As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

The Accessibility Plan is structured to complement and support the school's Equality Objectives.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas.

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.

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.

Short term, medium term, long term

Targets	Strategies	Success Criteria / Outcomes	People involved /Responsibility	Timeframe
Equalities & Inclusion: Improving access to and participation with the curriculum				
To ensure staff remain knowledgeable and equipped to support students differing needs currently on roll.	Staff support and training to meet individual pupils needs of as ongoing. Training as identified by professionals. Refresher training for staff on ASD, ADHD, dyslexia, dyscalculia, global delay, fetal alcohol syndrome, speech and language, mental health, ODD, PDA, sensory disorders. Staff training in retrieval (SIL) Staff training in Motivation and Memory (G&M Murphy)	All staff trained to identify needs, understand impact of needs and adjust/support as required to meet individual needs. Staff are confident in enabling all children to access the curriculum. Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective. Monitoring shows impact of staff training. Chn know more and remember more.	HT SENDCO Teachers LSA's/TA's	Ongoing termly and as/when needs arise.
	Occupational Therapist to deliver CPD aimed at supporting pupils with sensory needs and mobility needs.	Staff using a range of sensory activities in class. Sensory Circuits timetabled. Resources in use. Chn more able to engage with learning. Monitoring shows impact.	HT SENDCO	Autumn term 2022
SEND and Medical register and information on children with additional needs to be updated.	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer and in teachers class folders. Meet with parents of children whose care plans/documentation needs updating	SEN and Medical needs will be up-to date. Teachers and TAs will be aware of the needs of children in their class.	SENDCO	September – ongoing

Effective communications with nurseries and schools to provide a quality transition.	To identify pupils who may need additional to or different provision for the September and mid-year intake.	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.	SENDCO	Ongoing
Specialised equipment/resources for identified staff and pupils as recommended/ advised by professionals	<ul style="list-style-type: none"> • Laptops & tablets • Voice/video recording devices • Sloping boards & pencil grips • Therabands & weighted equipment • Coloured overlays • Manila workbooks/ paper • Sensory cushions • Calming areas within classrooms • Individual work stations • Headphones 	Increased access to the curriculum and learning opportunities for all pupils.	HT SENDCO	Ongoing termly and as/when needs arise.
Establish Base Camp/ Nurture Room to support specific teaching of curriculum subjects according to individual need	Base Camp delivering a range of programmes to support SEL. Curriculum monitoring-PSHE	Children making good progress from starting points. SMHL confident in their role. Achieve the School Wellbeing Award.	HT SENDCO	Autumn term 2022
Use appropriate assessment tools and activities for children working pre-key stage	Ensure staff are familiar with PIVATs & PIVATs PSED Use other professionals suggestions for adaptations of the curriculum.	Progress and attainment will give an accurate picture the pupils current levels and enable teachers to plan an appropriate curriculum that ensures achievable challenge. Next steps in learning will align with the pupils needs to ensure at least good progress.	HT Assessment Lead Subject Leads SENDCO	Termly
Improve provision for Pupils with Speech and Language difficulties.	Early identification of pupils with Speech and Language difficulties through implementation of WELCOMM assessments	Targeted pupils receiving appropriate intervention and making good progress from starting points. SALT referrals for those chn identified as 'red.' Monitoring shows impact of staff training. Chn know more and remember more.	HT SENDCO	Termly
To ensure any child recovering from a	Parents to be reminded of the need to inform school about infections that might cause problems	Child continues to make good recovery and access education	HT	Termly

serious medical condition has minimal risk of contracting infections				
To continue with our approachable “open door” ethos	<ul style="list-style-type: none"> • Have good knowledge of, and good relationship with parents and carers • Ensure all feel welcome and able to access information (support with form-filing, English as an additional language) • Early identification of pupils with SEND. • Involvement of parents and families in a collaborative partnership. • Collaborative working with other agencies in a child centered approach. 	<p>All parents/carers feel welcome and comfortable</p> <p>Increasing access to the curriculum for all pupils.</p> <p>Children making good progress from starting points. Monitoring shows impact.</p>	<p>HT SENDCO Teachers LSA's/TA's</p>	Daily
Appropriate use of intervention and their success and impact on progress	<p>Track intervention success</p> <p>Strategically staff interventions to allow for optimum outcomes for pupils with SEN.</p> <p>Have intervention groups across classes/year groups to give more children opportunities to attend interventions.</p> <p>Improve gross and fine motor skills interventions.</p> <p>Improve sensory interventions</p>	<p>Progress and attainment of all children is at least good.</p>	<p>HT SENDCO Assessment Lead Class Teachers</p>	Termly
Identifying and Training a Senior Mental Health Lead in school.	<ol style="list-style-type: none"> 1. Identifying and Training a Senior Mental Health Lead in school. 2. Whole staff training in the whole school approach. 3. Strengthen links with Mental Health Support Team. 	<p>SMHL confident in their role. Achieve the School Wellbeing Award.</p> <p>Staff can articulate the whole school approach. Confident in early identification of Mental Health needs.</p> <p>Targeted pupils receiving support from MHST. Monitoring shows impact.</p>	<p>HT SENDCO</p>	Summer term 2023
All children are visible in the curriculum and resources	<p>Resources will reflect the needs of the pupils.</p> <p>Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.</p>	<p>Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.</p>	<p>SENDCO Mental Health Lead PSHE Lead</p>	Annually
To review the Accessibility Plan annually	<p>Ensure item is added to Governors meeting agenda</p>	<p>Complies with legislation</p>	<p>HT Governors</p>	Annually

To ensure all relevant policies take Accessibility into account	Consider Accessibility when reviewing policies	Relevant policies take Accessibility into account	HT Governors	2022-2025
Physical Environment: Improving access				
Vision strips are fit for purpose both within and outside the building	Termly audit undertaken as part of H&S audit Tapes & Sprays purchased and areas renewed as and when required	Visually impaired members of the school community can access the school grounds and building with safety.	HT SBM	Termly
Staggered start/end times for identified pupils to support transition periods	Avoidance of busiest times to reduce anxiety/support sensory needs as identified Staff training- Trauma Informed Approach.	Pupils will enter school with good levels of well-being Staff using a shared, trauma informed approach.	HT SENDCO	Termly and as and when the need arises
Calm area / alternative environment for those who cannot access the yard at break times	Lunch club set up in ICT Suit offering a range of activities based on likes of pupils accessing the provision Regular Pupil Voice surveys.	Good levels of well-being among pupils. Reduced incidents on the yard. Social and emotional support provided. All pupils can access an environment that meets their needs Attendance of pupils with SEND is improved. Pupils surveys indicate good wellbeing. Child Voice informs improved provision. Wellbeing Award for Schools. Reduction in exclusions. Reduction in number of reported behavioural incidents.	SENDCO	Termly and as and when the need arises
Evaluate day and residential trips in light of current cohorts	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming.	All SEND are able to access all trips	Class Teachers SENDCO HT	Ongoing

Ensure all children feel safe and involved at playtimes	Play Buddy's to encourage children to join in games, staff to log pupils not involved in play with others/struggling to join in play Regular Pupil Voice surveys.	Children feel safe in school – evidence in survey results from children	Teachers LSA's/TA's SENDCO Key Stage Leads	Ongoing
Decorate disabled toilets so the walls to contrast to the furnishings	Procurement process Contractor appointed	People with visual impairments will be more able to navigate the area with ease.	HT SBM	Summer Term 2023
Ramps are in place where needed	Where temporary measures are in place (i.e. transportable ramps) identify if permanent measures can be taken. Procurement process Contractor appointed	People with physical impairments can access the building with greater ease.	HT SBM Governors	Spring Term 2024
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults To continue to improve access to the school's physical environment	<ul style="list-style-type: none"> • Carry out an audit of school buildings and grounds; to consider wheelchair access, parking, accessible toilet • Make suggestions and implement as budget allows • Alternative arrangements will be put in place where physical modifications are not possible, eg Entrance to Reception 	Modifications will be made to the school building and grounds to improve access.	HT SBM Governors	2022-2025
Written or other information: Improve access for all				
To ensure that all parents and other members of the school community can access information	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Provision of a telephone interpreter. • Coloured overlays/paper/exercise books. • Handouts. 	Written information will be provided in alternative formats as necessary.	HT SBM SLT	Ongoing

	<ul style="list-style-type: none"> • Highlighters. • Additional thinking time. • Chunking information. • Use of PECS • Use of TEACCH • Home school communication diaries. • Use of Twitter, Marvellous Me and text messages. <p>Audit of formats used. Use current guidance from e.g. UK Association of Accessible formats. Establish whole school approach and ensure that staff are familiar with best approaches.</p>			
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings	Staff to talk to parents on the phone or make home visits or send home written information	Parents are kept informed of children's progress	HT	As required
To ensure that parents who are unable to attend school, because of a disability, can share in school celebrations and productions	Use of videos/iPad recordings	Parents can share in school assemblies or celebratory productions	HT	As required
To ensure that there is appropriate signage around school	Review the needs of the whole school community	Signs around school are accessible for all	HT SBM	Annually
Review documentation on website to check accessibility for parents	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	All parents will be able to be aware of what is happening at school via the website.	HT SBM	Annually

4. Monitoring arrangements

This document will be reviewed annually.

It will be approved by Holy Cross Catholic Primary School Governing Body.

The performance of individuals (including those with SEN and/or a disability) and the performance of groups continues to be monitored on a termly basis through progress meetings with the Headteacher.

The SENDCO monitors groups and individuals weekly, on a rolling programme.

Subject leaders monitor the performance of groups and individuals on a half termly basis.

5. Links with other policies

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

- Behaviour Policy
- School Improvement Plan
- Health and safety policy
- Special Educational Needs and Disabilities Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy