



HOLY CROSS CATHOLIC PRIMARY SCHOOL

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Learn, Grow, Love, Live

Accessibility Plan 2023

Version	Date	Description of changes and person/organisation responsible
1.0	April 2023	

People Responsible:	Head teacher Governing Body
Reviewed date:	April 2023
Next review date:	April 2026

Mission Statement

At Holy Cross Catholic Primary School,
we learn about ourselves and about the world.

We grow in faith,
we act with kindness, generosity and love
to ourselves and others.

We live life to the full and have a future full of hope.

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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 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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<p>Curriculum progress is tracked for all pupils including those with a disability using Target Tracker. Extra reading, spelling and maths data is also recorded.</p> <p>Provision maps are in place for all children on the SEN register and are updated three times a year.</p> <p>We use resources tailored to the needs of the individual pupil who require support to access the curriculum and use outside agencies for support when required.</p> <p>We monitor how well pupils are achieving three times a year and discuss them through Pupil Progress Meetings.</p>	<p>Provision map is updated at least termly and forms a key part of the planning and assessment of pupils.</p> <p>Teacher discussions with SENCO to look at best way to meet SEN pupils' needs.</p> <p>Identify which pupils with disabilities are SEN and those who are not.</p>	<p>Reviewed three times a year by SENCO.</p> <p>Review impact of interventions termly.</p>	<p>Class teachers/SENCO</p>	<p>Termly</p>	<p>Pupils with SEND are having their individual learning needs met which is highlighted through their provision maps.</p> <p>Improved access to the curriculum for all pupils.</p> <p>All children make progress from their starting points.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to meet the needs of individual pupils as required. The school site is accessible to all.</p>	<p>Assess each child on an individual level to make sure that the environment is adapted to meet their needs.</p>	<p>Review each new child with a disability to ensure that they have access to parts of the school that they need.</p>	<p>SENCO</p>	<p>On-going</p>	<p>Access to school buildings and site meet the needs of the community.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources if requested <p>The school office will support and help parents to access information and complete school forms if necessary.</p> <p>The school website and all documents are accessible via the school website and can be accessed by all users.</p>	<p>School office to help and support parents' access information and complete any forms.</p> <p>Access to translators where possible.</p>	<p>As needed</p>	<p>Office staff</p>	<p>On-going as needed</p>	<p>Parents of children with disabilities will easily access any information appropriate to them and their child.</p>
<p>Risk assessments for trips / residential ensure needs for SEND are met</p>	<p>To identify and meet needs of SEND pupils when away from the school site</p>	<p>Risk assessment completed</p>	<p>As needed</p>	<p>Class teacher, Head</p>	<p>As required for each external trip</p>	<p>Pupils attend and access trips etc.</p>

<p>The environment is adapted to the needs of pupils/parents as required. This includes:</p> <p>Adequate corridor width</p> <p>Disabled parking bays</p> <p>Disabled toilets</p>	<p>Ensuring disabled parents have every opportunity to be involved in activities at school</p>	<p>Access to the physical environment is maintained.</p>		<p>Site manger</p>	<p>Annually</p>	<p>Site is safe and accessible to all.</p>
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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 Head and the Board of Governors.

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
- Supporting pupils with medical conditions policy