

# HOLY FAMILY CATHOLIC PRIMARY SCHOOL



## Accessibility Plan

<b>Approved by:</b>	Full governors	<b>Date:</b> November 2022
<b>Last reviewed:</b>	November 2022	
<b>Next review due by:</b>	November 2026	

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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.

Holy Family is proud to be a Catholic School in which our Catholic faith guides the whole ethos of the school. Through the sharing of our faith, we aim to provide a safe and nurturing environment alongside excellent, innovative teaching where children learn and grow in faith and love.

Through the values of respect, responsibility, love, honesty, patience and forgiveness which are explored every week during assembly, we aim to support our children to develop into well-rounded individuals who are willing and able to contribute to their community.

‘Praying, Playing and Learning Together.’

### ***Our Mission***

Following Jesus’ footsteps we will:

- provide opportunities for all to develop an awareness of God’s presence in themselves and in others.
- provide opportunities to respond to the word of God.
- ensure all experience mutual respect, acceptance and love.
- provide opportunities to promote community cohesion and togetherness.
- strive for all to seek excellence and experience enjoyment.
- provide opportunities for all to develop respect for others and the world in which we live.
- seek to create learners who aspire to succeed.
- seek to create independent, lifelong learners.

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, including Liverpool Archdiocese and Knowsley Local Authority.

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.

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

## 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 <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
Increase access to the curriculum for pupils with a disability	<p>Holy Family School offers a differentiated curriculum for children and uses specific resources to ensure certain pupils are able to access the curriculum.</p> <p>The resources are provided on a needs analysis basis and, if they prove to be effective, will form part of a pupil's daily routine.</p>	<p>Training for specific staff including medical:</p> <p>Epipen training</p> <p>Training from SALT, Social Communication Team, Learning &amp; Behaviour</p> <p>Access to courses, CPD</p> <p>Online resources for CPD shared with staff</p> <p>Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.</p> <p>Use of ICT equipment to support children's</p>	<p>Audit of CPD needs including as part of appraisal process</p> <p>Teachers to ensure children have access to ICT equipment if this aids their participation.</p> <p>Monitoring of planning /IEPs to ensure children's needs are being met.</p> <p>Regular analysis of data to monitor progress and attainment of pupils with a disability.</p>	<p>SENCo</p> <p>All Teaching Staff</p> <p>SENCo / SLT</p> <p>HT / SLT</p>	<p>Annually</p> <p>On-going</p> <p>Termly</p> <p>Termly</p>	<p>Staff are confident in meeting the needs of children, including any medical needs</p> <p>Children who have difficulties recording their work have access to ICT tools that enable them to participate and access the curriculum.</p> <p>Planning and IEPs evidence teachers' support for children and how they are ensuring full participation</p>

		<p>access of curriculum</p> <p>Ensure that curriculum planning reflects an adaptable and flexible approach to the teaching and learning of all subjects.</p> <p>Resources used to support children's learning are effective and promote independence whenever appropriate</p> <p>Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes</p>				
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilet and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Ensure school environment meets the needs of disabled pupils enabling full access to areas needed to enable full participation</p> <p>Designated disabled parking</p>	<p>Continue to review physical environment making reasonable adjustments when required.</p> <p>Monitor building projects to ensure the school continues to be designed to meet the needs of all students.</p>	<p>HT/SLT</p> <p>HT/SLT</p>	<p>On-going monitoring</p> <p>Spring 2023</p>	<p>The school building provides an environment that enables pupils with disabilities to access all aspects of curriculum.</p>

	<ul style="list-style-type: none"> <li>• Audio equipment</li> </ul>					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Braille</li> <li>• Audio equipment</li> <li>• Member of staff qualified to sign for hearing impaired</li> </ul>	<p>Ensure pupils with a disability are provided with information that is accessible to them.</p> <p>Strategic deployment of support staff/intervention teacher</p> <p>Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys,</p>	Continue to liaise with sensory support staff and speech therapists to find suitable alternative strategies.	HT/SLT	On-going monitoring	Methods of communication meet the needs of all pupils ensuring information is accessible to all.

## **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 Finance & Personnel Committee

## **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 and Disabilities (SEND) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Corridors are wide enough for access	None		
Parking bays	No parking bays are provided for disabled access	Car Park does not belong to the school but belongs to the Church.		
Entrances	Main entrance to the school building is sufficient to meeting the needs for disabled access	None		
Ramps	Enable access to different levels of the school	Maintenance of ramps to ensure ease of access	Site Manager	Regular inspection checks
Toilets	Disable toilet and changing facilities provided	None		
Reception area	Wheelchair height reception window  Doors do not open automatically which may prove difficult for	None		



	wheel chair access	Review main doors as part of refurbishment of school	HT/ Govs	March 2023
Internal signage	Signage meets with all health and safety requirements.	Review signage for sight impairment if / when required	HT/Govs	As required
Emergency escape routes	Emergency escape routes meet with health & safety requirements. All exits from building are wheelchair accessible	Review external doors in classrooms	HT	