

ACCESSIBILITY PLAN



Together with Jesus, we grow in love



HOLY FAMILY CATHOLIC PRIMARY
SCHOOL

Updated May 2021

Agreed by Governors _____

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Mission statement

Holy Family Catholic Primary School exists to:

- Assist in the Church's mission of making Christ known to all people.
- Assist parents, who are the primary educators of their children, in the education and religious formation of their children.
- Be at the service of the local Church - the diocese, the parish and the Christian home.
- Be a service to society.

As we grow in faith, with the guidance of Christ, we aim to live out the gospel values of love, respect and forgiveness.

We aim:

- To show love to our peers, staff and our wider community
- To reverently participate in and lead collective worship each day, showing respect to all faiths
- To reflect on our choices, saying sorry through word, action and forgiveness of others

As we grow as life-long learners, we will nurture potential and resilience, developing the unique gifts given to everyone.

We aim:

- To provide opportunities to excel across a broad and balanced curriculum
- To work together, learning from our challenges and mistakes

As we grow as a Catholic school, we reach out and embrace our rich and diverse local community.

We aim:

- To be a welcoming community that reaches out to all
- To celebrate diversity in school and community
- To provide a brighter future for all

Aims of the Accessibility Plan

This plan outlines how Holy Family Catholic Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed **every three years** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The governing body will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Targets	Strategies	Outcome	Timeframe
Ensure all staff are confident in their ability to support different aspects of SEN	Review the needs of children with specific issues and provide all relevant training.	<p>All staff trained and confident with issues linked to accessibility and inclusivity with regard to accessing the curriculum.</p> <p>Review online curriculum delivery and home learning packs, ensuring suitability and accessibility for all during COVID-19 pandemic and any other occasions pupils may not be able to attend school.</p> <p>Ongoing evaluation of pupils' needs to readdress CPD needs.</p>	Ongoing
All out-of-school activities are planned to ensure the full participation of the whole range of pupils	<p>Review extra-curricular provision and adapt accordingly.</p> <p>Ensure any out-of-school activity, including residential, complies with legislation</p> <p>Training for teachers on differentiating the curriculum</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> <p>Extra-curricular clubs will take place in an environment which is fully inclusive.</p>	Ongoing
Classrooms are optimally organised and all appropriate additional equipment is provided to promote participation and independence of pupils and adults	<p>Review and implement a preferred layout of furniture and specialist equipment to support the learning of all pupils.</p> <p><i>COVID-19 guidance dictates that classrooms are set out in a</i></p>	<p>Lesson times will be maximised.</p> <p>All pupils will fully engage in learning</p> <p>Hazards identified and removed promptly.</p>	Ongoing

	<i>particular way – adjustments to any guidance would need to risk assessed.</i>		
Access arrangements will meet individual needs	Assessment and Reporting arrangements will be followed to ensure all eligible pupils receive appropriate support.	All pupils' needs will be met and barriers to reaching their potential removed.	Ongoing (applications made in SATs timeframe)

Planning duty 2: Physical environment

Targets	Strategies	Outcome	Timeframe
Ensure that all areas of the building and grounds are accessible to children and adults.	Audit of physical environment, include Cunliffe's surveyor Governors to audit accessibility	Any required modifications will be identified in a timely manner and responded to by Finance committee.	Audit to be completed by July 2024 Governors to carry out annual checks
To make pupil toilets accessible to wheelchairs/walking frames	Remove coats/cloakrooms from entrance Widen doorways Provide an accessible cubicle with outward opening door.	All pupils will have access to the toilets for their year group	Archdiocese VASCA funding dependent

Planning duty 3: Information

Targets	Strategies	Outcome	Timeframe
Provide written information in alternative formats	<p>Upload letters, newsletters and other information to the website as it is easily translated into many languages</p> <p>Offer printed information in large print</p>	All visitors, parents and pupils can access any information shared by school.	Ongoing
Ensure 'Teams' pages are formatted to encourage use by all children – coloured backgrounds etc	<p>Teachers to format pages to reduce clashing colours, fonts which are difficult to read, flashing images.</p> <p>Include a pastel background to prevent glare</p>	All pupils access Teams successfully.	July 2024
Use 'translate' function when necessary to provide information to any visitors with EAL	<p>Office staff to be familiar with google translate and the translate function on the school website.</p> <p>Model use to any visitors who have difficulty accessing English language.</p>	Parents and community visitors are able to access and share information successfully with school staff.	July 2024