



**Holy Cross**  
Catholic Primary School

*We share in Christ's life so He can guide our thoughts, words and actions.*

# Holy Cross Catholic Primary School

## Accessibility Policy and Plan

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### **Rights of the Child**

The United Nations Convention of the Rights of the Child (UNCRC) is at the heart of our school's Planning, Policies, Practice and Ethos. As a Rights Respecting School we not only teach about children's rights but also model rights and respect in all relationships. This policy is underpinned by:

**Article 28:** Every child has the right to an Education.

## Statement of Intent

This plan outlines the proposals of the governing body of Holy Cross Catholic Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

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

- Monitor recruitment procedures to ensure that persons 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 the:

- Parents of pupils
- Principal and other relevant members of staff
- Governors
- External partners

Signed by:

\_\_\_\_\_ Principal

Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors

Date: \_\_\_\_\_

Next review date: July 2025

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## Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Priority	Strategy / Action	Lead	Time	Success criteria	Review
Ongoing training/support for teachers on differentiating the curriculum to develop inclusive high quality teaching.	Audit of staff training requirements. Audit of curriculum Information for teachers on differentiating and personalising the curriculum for pupils with additional needs.	SLT /SENCO / all teaching staff	Autumn term 2022 - throughou t year as necessary	Increased access to the curriculum. Needs of all learners are met within reasonable adjustments. Lesson observations demonstrate that all children make progress within lessons.	Spring term 2023 Summer term 2023 As needed.
Continue to be an Autism friendly school and keep up to date with training.	All new staff to have Autism Tier 1 training. A named Teaching assistant to have Tier 2 Autism training. Use of appropriate resources to support children with Autism.	SENCO / CAT Team/ Ed Psych / Teaching Assistants/ Lead practitioner	Autumn 2022 - Summer 2025	Increased access to the curriculum for pupils with Autism. Autism audit demonstrates that classroom practice is adapted to meet the needs of children with Autism. Improved provision at lunch time for children with Autism to enable more inclusivity.	Summer Term 2023 Continuously monitor.

	Look at ways of improving lunch time provision for pupils with Autism				
Parental and pupil feedback.	Questionnaire / consultation with parents of pupils with SEND Pupil voice on pupil profiles.	SENCO	Ongoing	Feedback used to inform future priorities and school improvement.	Autumn 2022
To improve access, progress and participation for children with sensory and physical needs	To ensure all trips are accessible to all children. Risk assessments and ensure adjustments are made well in advance. Intimate Care Policy to be introduced and staff to be made aware. Work with specialised staff with expertise in physical disabilities to improve access for these children. Accessible area for changing.	Class teachers/EVC/SENCO/Parents/TAs	Ongoing Time for pre-visits to locations and ensure suitable transport in place	Attendance for trips Pupil feedback Parent feedback Pupil progress Staff confidence in meeting needs	Ongoing: Summer 2023 Summer 2024 Summer 2025
Staff trained to meet individual medical needs of pupils where applicable.	Epi pen, asthma training and diabetes awareness training for relevant staff in line with pupil needs.	Head of School/Inclusion Leader	Autumn Term 2022, 2023, 2024	Staff confidence in meeting needs Pupil feedback Parent feedback Attendance	Ongoing: Summer 2023 Summer 2024 Summer 2025

To improve access, progress and participation for children with cognition and learning needs	All staff to be trained on using online toolkit tracker including ECTs to be able to differentiate and evidence progress - with SENCo support	SENCo/PSS	Time for training/PS hours	Pupil progress data Staff confidence and performance management	Autumn 2022
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## Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

<b>Priority</b>	<b>Strategy / Action</b>	<b>Lead</b>	<b>Time</b>	<b>Success Criteria</b>	<b>Review</b>
For management to investigate whether the school's physical environment is accessible.	Audit of physical environment	SENCO/ SLT / Site team.	Summer 2023 Summer 2024 Summer 2025	The school will be aware of accessibility gaps to its physical environment, and will make a plan to address them	Summer 2023 Summer 2024 Summer 2025 (ongoing throughout the year)
To maintain safe access around the exterior of the school.	Maintenance of external ramps/handrail.  Ensure pathways are kept clear of obstructions.	Site team.	Ongoing	More independent access for pupils with an impairment or disability.	Summer 2023 Summer 2024 Summer 2025 (ongoing throughout the year)
Improvement to aid access around school for those with a visual	Maintenance of handrails/ramps.	Site team.  SENCO	Ongoing	More independent access for pupils with an impairment or disability.	Summer 2019 Summer 2020 Summer 2021

impairment/physical disability.	Maintenance of disabled toilet facilities.  Signs clearly visible				
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### **Planning duty 3: Information**

*Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.*

<b>Priority</b>	<b>Strategy / Action</b>	<b>Lead</b>	<b>Time</b>	<b>Success Criteria</b>	<b>Review</b>
Availability of written materials in alternative formats, ensuring this is reflective of children starting school.	All staff and parents are aware of services available for requesting information in alternative formats. Signpost on school website.	SENCO/Principal	<b>Ongoing</b>	Written information is available in alternative formats and languages on request.  All admin staff, parents and community users know how to access alternative forms.	Ongoing Summer Terms.
Improve signage to indicate access routes around school.	Signs indicating disabled parking bays and wheelchair friendly routes around the school.	Principal / SENCO / Site team.	Autumn 2022	Disabled people are aware of wheelchair access to all parts of the school.	Ongoing Summer Terms.



