



Accessibility Policy and Plan 2023-27

Our Vision

Firm in our belief that children come first, we will strive to ensure that all pupils at Holy Cross feel happy and safe. With our children being the leaders of the future, we actively promote independence, confidence and teamwork. Together, everyone achieves more.

It is our ambition that Holy Cross Catholic Primary School should become a beacon for other schools within Plymouth CAST and beyond. Pupils will consistently achieve highly so that they are well-prepared for the next stage of their education.

As a result of a broad, customised and ambitious curriculum, which is coherently planned and sequenced, all pupils, particularly our disadvantaged pupils and those with SEND, will be equipped with the knowledge and cultural capital they need to succeed in life.

The environment will be positive, supporting pupils' emotional and mental well-being. Pupils will show a dedication and commitment to learning and be highly motivated. As a result, pupils will develop detailed knowledge and skills enabling them to make rapid progress, attain well and become effective agents of change.

Responsibilities

The local governing board is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plan are implemented. Lisa Martin, Chair of Governors has a watching brief regarding the implementation of this policy. The senior leadership team are responsible for implementing the policy and for ensuring all staff are aware of their responsibilities and are given appropriate training and support. Finola Gill, Head Teacher has day-to-day responsibility for coordinating the implementation of the policy.

Publication

This policy will be published on the school website. Monitoring and evaluating This policy will be monitored as part of the schools' monitoring and evaluation programme.

Inclusion and equality statement

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a broad and balanced curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children. We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Equality Policy

will be followed and the use of stereotypes under any of the above headings will always be challenged.

Introduction

At Holy Cross School we believe that every child should have access to a broad, balanced, relevant inclusive and accessible curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

Aims and objectives of this policy

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- To improve the availability of accessible written information

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical

environment of the school and physical aids to access education within a reasonable timeframe

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue to raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The following Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum statements
- Single Equality Scheme
- Health and Safety policy
- Special Educational Needs and Disabilities (SEND) policy
- Behaviour policy
- Pupil Welfare Policy
- School Improvement Plan

Target/Outcome	Lead	Strategies	Timescale	What will success look like?
Improving Participation in the Curriculum				
Effective communication and engagement with parents	SLT/ SENCo	Termly Support Plan Meetings with parents/carers Half Termly SEND Parent Sessions Annual Review meetings with SENCo	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT/ SENCo	Intimate care policy and trained staff Training from SALT, Communication and Interaction Team, MAST, EP Service Access to courses, CPD Online resources for CPD shared with staff Ongoing guidance from specialists	In place and ongoing Regular support from external professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	SLT/ SENCo	Strategic deployment of support staff Use of ICT, e.g.: voice activated text Purchase and allocate other resources as needed, e.g.: sloping boards for writing, wobble cushions, reading rulers, coloured	In place and ongoing	Positive impact on pupil progress Barriers to learning are minimised

		exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys		
Adaptations to the curriculum to meet the needs of individual learners	SLT/ SENCo	Pastoral support, timetable adaptations, ELSA Support, Nurture Provision Individual OT programmes Speech and language therapy programmes Use of access arrangements for assessment/National tests	In place and ongoing	Needs of all learners met enabling positive outcomes
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/ SENCo Club Leaders/ External Providers	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	In place and ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
All school visits and trips need to be accessible to all pupils	SLT/ SENCo EVC Class Teachers	Ensure venues and means of transport are vetted for suitability PSSP Inclusion Events are booked for targeted children	Ongoing	All pupils are able to access all school trips and take part in a range of activities

		Use SEND workshops at 'The Box' for targeted children Develop guidance on making trips accessible		
Ensure support staff have specific training on disability issues	SENCO	Identify training needs at appraisal and regular meetings	In place and ongoing	Raised confidence of support staff
Improving Physical Environment				
Maintain safe access around exterior of school	SLT/Caretaker	Ensure that pathways are kept clear of vegetation	As a priority and then maintained	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	SLT/Caretaker	Awareness of flooring, furniture and layout in planning for disabled pupils	As a priority and then maintained	People with disabilities can move safely around the school
Appropriate uses of colour schemes for internal and external decoration to benefit pupils with visual impairments	SLT/ SENCO/ Caretaker	Follow advice on contrasting colours & re-decorate as necessary. Take advice from external SEND professionals, as needed	In place and maintained	Physical accessibility of school increased Steps and handrails safer for pupils/adults with visual impairment. Areas maintained on a regular basis.
Be aware of the access needs of disabled children, staff, governors and parents/ carers	SLT/ SENCO	Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') Create access plans for individual disabled	In place and ongoing	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met.

		<p>children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school used meetings</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p>		<p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
Improve the Delivery of Written Information				
Availability of written material in alternative formats	SLT/ SENCO/ Admin Staff/ PSA	<p>Weekly newsletter emailed to parent/carers</p> <p>Information also shared on Class Dojo- parents can translate</p> <p>Improve availability of information for parents – display appropriate</p>	In place and ongoing	All parent/carers will be up to date and well informed of school information

		leaflets for parents to collect Key content published on school website Provided translated documents where appropriate		
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