

HOLY FAMILY CATHOLIC PRIMARY SCHOOL



Accessibility Plan

Reviewed: January 2024

To be reviewed: January 2026

Statement of intent

This plan outlines how **Holy Family** 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 Equality 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 will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board 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/carers.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1.1. In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.2. It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed

and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.3. The plan is to be reviewed and updated at least every three years.

1. **Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy

- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy

2. **Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. **School Aims**

At Holy Family Catholic Primary School, we are committed to establishing equality for all pupils, their parents/carers, staff and other users of the school. This is reflected in our school aims, which state that Holy Family Catholic Primary School aims:

- to provide a safe, secure, stimulating and supportive atmosphere where all users are valued
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils
 - i) with special educational needs
 - ii) and/or disabilities

4.1 In drawing up this Accessibility Plan the school set the following priorities:

To provide safe access throughout the school for all school users

- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

4.2 In addition parents/carers of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

4.3 As stated above, Holy Family Catholic Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs
- Equality, Equity, Diversity and Inclusion Policy
- Holy Family Catholic Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Holy Family Catholic's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work
- Medical conditions policy

This plan itself will also be used to advise and inform other school planning documents and policies.

4.4 It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Current Good Practice which supports this duty

Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

Holy Family Catholic has close working relationships with many nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents/carers and all professionals involved in supporting the child.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Sefton SEND team, outreach services, health professionals and Educational Psychology Service, the SENDCo/Headteacher manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

Advisory Teacher for Hearing Impaired

Advisory Teacher for Visual Impairment

Occupational Therapists

Physiotherapists

Speech and Language Therapists

Educational Psychologists

Sefton SENIS

Inclusion Consultant

Complex Needs Consultant

Community Paediatrician

CAMHS

GPs and paediatricians

School Nurse Team

ADHD Nurse

Counselling

Diabetic specialist nurse

Epilepsy specialist nurse

Compliance Health and safety

Other advisory services and charities

The school's governors, teachers, teaching assistants and midday assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

Hearing impairment

Physical disability

Visual impairment, including use of Braille

Specific medical conditions including asthma, eczema, ADHD, diabetes, epilepsy

Specific learning difficulties including dyslexia, dyspraxia and dyscalculia

Autism – ASD

Speech, language and communication needs (SLCN)

Emotional difficulties including attachment disorder or bereavement

Developmental disorders, e.g. fetal alcohol syndrome

Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome

Physiotherapy

Facilities and support currently on offer at the school include:

Designated areas and support for 1:1 or small-group work

PSA to access Early Help and other agencies, e.g. Young Carers

SENDCO

Advice, assessment and support from Speech and Language Therapist

Makaton sign language

IPads / access technology

Range of English and Maths interventions

Specific Learning Difficulties (SpLD) interventions, e.g. Toe by Toe

Fine and gross motor skills)

Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment

Advice and support from School Nurse Team

Medical Room and Paediatric and full First Aiders

RWI Phonic Assessments

Transition arrangements, planning and support

Private room with sink for testing and treating diabetic children

Defibrillator and trained staff

Holy Family celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively. (British values/Equality policy).

Current Actions: improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

There are very few parts of the school to which disabled pupils have limited or no access following the Archdiocese capital building project completed in 2010 and the use of the schools delegated capital funding to make minor adjustments to improve access and support the needs of its current community, including a lift.

In addition the environment is continually enhanced through the school's building maintenance programme.

Current Actions: Improving the delivery of information to persons with a disability.

School staff are aware of the services available for converting written information into alternative formats in compliance the Accessible Information act.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

Access to the curriculum – the governing board 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 board 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 board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board 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 ASD and ADHD

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

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

Planning duty 1: Curriculum

Priority	Action to ensure outcome	Time frame and responsibility	Monitoring and evaluation
Adaptation to the curriculum to meet the needs of individual learners	Staff training for adaptive teaching Monitoring of and support (as required)	Ongoing – see training and CPD schedule Headteacher and assistant headteachers	Adaptive Teaching training – 08.11.23
Appropriate use of specialised equipment to benefit individual pupils & staff	Support and training from different agencies, for example SENIS Social Communication team , OT, ICON	Ongoing – see training and CPD schedule Headteacher SENDCO	Specialist chairs, specialist PC & keyboard, voice recorders
Whole school implementation of The Zones of Regulation -	Training and implementation of strategy. The Zones of Regulation framework and curriculum teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.	Training for teachers on The Zones of Regulation	10.05.23

Planning duty 2: Physical environment

Priority	Action to ensure outcome	Time frame and responsibility	Monitoring and evaluation
Wheelchair access to upstairs – lift	Needs to be fixed	Premises sub-committee Finance sub-committee Headteacher LA/Archdiocese	*Currently an ongoing priority. In the process of acquiring a quote for the remedial works *Quote for remedial works acquired. Spoken to LA and to Archdiocese re which insurance will cover it. LA – not contents, so not them, Archdiocese- it is building, so they are going to send 2 more contractors out to give quotes Jan 24
Reception outside play area – accessibility and upkeep	Canopy to be fixed, so is water-tight	Premises sub-committee Finance sub-committee Headteacher LA/Archdiocese Site manager	*Currently an ongoing priority. In the process of acquiring a quote for the remedial works *Quotes received from Sefton & the Archdiocese – awaiting a 3 rd quote: Dec 24
To improve accessible toilet/changing facilities	Reception: Toilet facilities need to be adapted to include a changing tame and flush, not push flush Archdiocese.	Premises sub-committee Finance sub-committee Headteacher LA/Archdiocese	✓ Reception completed Nov 23
	Y3/Y4: Toilet refurbishment planned for Summer 24 – Archdiocese.		
Maintenance of access to the physical environment	Frequent workplace inspections with Site Supervisor, HT, LA and Governors.	Finance & Operations sub-committee Headteacher LA/Archdiocese Site manager	Y3/Y4 toilet refurbishment on Archdiocese Capital Works 2024/25

Planning duty 3: Information

Priority	Action to ensure outcome	Time frame and responsibility	Monitoring and evaluation
To continue to provide training for staff adaptive teaching and quality first approaches	Audit of staff requirements CPD schedule SIP	Ongoing? – (to ensure new members of staff have the necessary CPD)	CPD record
For staff to have specific training on SEND/disability issues and have improved knowledge of how to support children with a SEND/disability in class and wider opportunities	Training is regularly timetabled to staff meeting schedule CPD/attend meetings Online training/webinars	Ongoing, as required. Headteacher Assistant headteachers PSA SENDCO	Ongoing. Record of dates when training completed and is next due.
Languages other than English to be visible around school to improve access and understanding	Ensure key information in the office area and around school. Audit of languages spoken within school community	Ongoing, as required. Headteacher Assistant headteachers SENDCO/EAL co-ordinator	Ongoing
To continue to strengthen connections with outside agencies and look at best practice across the Southport Learning partnership, Alpsit, Capital Teaching, Sefton SEND clusters	Attend meetings Watch webinars	Ongoing, as required. Headteacher Assistant headteachers SENDCO	CPD record, feedback to Governors
To make available school prospectus, newsletters in alternative formats when required	Review all publications as required	Ongoing, as required. Bursar Headteacher Assistant headteachers	Readily available on request

Monitoring and review

This plan will be reviewed on a bi-annual basis by the governing board and headteacher. The next scheduled review date for this plan is October 2025 Any changes to this plan will be communicated to all staff members and relevant stakeholders.