



*Christ is the centre of our lives,*

*Our learning and friendships.*

*In a safe, happy and caring community*

*Where all are welcome.*

## **HOLY CROSS CATHOLIC PRIMARY ACADEMY**

### **ACCESSIBILITY PLAN MARCH 2026**

**TO BE REVIEWED MARCH 2028**

## **Introduction: Schools' duties around accessibility for disabled pupils**

Schools need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to and prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan sets out how the governing body will improve equality of opportunity for disabled people.

Our key duties are:

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Holy Cross Catholic Primary Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA. These are:

- 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.

Our Accessibility Plan will be resourced, implemented and reviewed and revised as necessary. Attached is an action plan, showing how the school will address priorities identified in the plan. This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning 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.

At Holy Cross Catholic Primary Academy we are committed to establishing equality for all pupils, their parents, staff and other users of the school. We strive to provide a safe, secure, stimulating and supportive atmosphere where each child is 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) with disabilities

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation as appropriate
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment as required
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

### **Increasing the extent to which disabled pupils can participate in the school curriculum**

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs.

The school Learning Mentor provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school also works closely with specialist services.

### **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. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Holy Cross Catholic Primary Academy.

## Accessibility Improvement Plan

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Inclusion Manager DHT / HT	Staff aware of services available Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.	Contact details & cost of translation / adaptation	In place & ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents.
Training for teachers on differentiating the curriculum and effective communication with parents	Inclusion Manager DHT / HT	Staff training and meetings with parents of SEND pupils arranged	Training time TA/LSA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
Training for staff on increasing access to the curriculum for disabled pupils	Inclusion Manager DHT / HT	Staff training on signing / Braille etc. as required Training on specific conditions as required, e.g. Down's Syndrome/Cerebral Palsy	Training time TA/LSA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met
Appropriate use of specialised equipment to benefit individual pupils and staff	Inclusion Manager DHT/HT	Alpha smart word processors for pupils with specific recording difficulty. Specific training in word processing skills through Touch Type Programme. Laptops Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual	Specialist equipment as required	In place & ongoing	Increased access to the Curriculum Needs of all learners met.

		difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Staff trained as appropriate.			
Appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments	Inclusion Manager DHT/ HT	Follow advice on contrasting colours & re-decorate as necessary. To review and update following discussions with adviser and parents and pupils.	Cost of re-decoration Build into maintenance budget	In place & ongoing	Physical accessibility of school increased Steps and handrails safer for pupils/adults with visual impairment. Areas maintained on a regular basis.
Provision of wheelchair accessible toilets with changing facilities	Inclusion Manager DHT/ HT	Maintain a wheelchair accessible toilet.	Build into maintenance budget	In place and ongoing	Physical accessibility of school increased Wheelchair accessible toilet available.
Fit grab rails where necessary to aid more independent movement around the school	Inclusion Manager DHT/ HT	Maintain grab rails around school site, including classrooms and other appropriate locations.	Cost of new grab rails as needed.	In place and ongoing	Accessibility of school & play areas increased. Physically impaired pupils able to access all areas.
Improvements to help the visually impaired	Inclusion Manager DHT/ HT	External steps & manhole covers highlighted in yellow / non-slip paint Braille signs on doors / equipment	Cost of decoration Cost of Braille adaptations	Complete and ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Access into school and reception to be fully compliant	Inclusion Manager DHT/ HT	Designated disabled parking Braille signs on doors / equipment Clear route through school for disabled people, allowing access to all areas	Cost of Braille signs on doors / equipment & maintenance	Complete and ongoing	Physical accessibility of school increased Following major capital building programme in

					2015, main entrances and buildings are fully accessible.
Improve independent access within school	Inclusion Manager DHT/ HT	Ramps ensure access to all parts of the building.	Cost of new ramps where required	By September 2027	Physical accessibility of school increased Disabled people have independent access to all parts of the school.
Improve signage to indicate access routes around school	Inclusion Manager DHT/ HT	Signs indicate disabled parking bays and wheelchair friendly routes around school Provide access plan of building in reception area	Cost of signs	By September 2027 and ongoing	Disabled people aware of wheelchair access to all parts of the school
Improve educational experiences for visually impaired pupils	Inclusion Manager DHT/ HT	Ensure blinds in all classes are effective Develop sensory garden.	Maintenance costs	ongoing	Teaching aids, white boards etc, more easily seen & learning experiences of pupils enhanced.
Improve the quality of provision for children with specific special needs.	Inclusion Manager DHT/ HT	Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs.	Maintenance costs	In place and ongoing	The school experience enhanced for children with specific special needs.
Maintain Safe Access around exterior of school	Inclusion Manager DHT/ HT	Ensure that pathways are kept clear of vegetation. Make sure site manager/ grounds maintenance contractors know which areas to prioritise.	Cost included in site manager & ground's maintenance contract	ongoing	Disabled people to move unhindered along exterior pathways

