



*Jesus 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

JULY 2021

TO BE REVIEWED JULY 2024

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

At Holy Cross, we are committed to developing the spiritual, academic, physical and social potential of each child. We are committed to challenging negative attitudes about disability and accessibility, and developing a culture of awareness, tolerance and inclusion in line with our Christian values.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

The SEN and Disability Act 2001 extended the Disability Discrimination Act to cover education. From September 2002, the Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason 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:

- 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 for information which is provided in writing for pupils who are not disabled.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

Action Plan

Our Accessibility Plan is well resourced, implemented and reviewed and revised as necessary. We are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

Holy Cross Catholic Primary Academy plans to continue to provide an excellent standard of accessibility to all. The plan will be monitored by the Leadership Team and Governors. It will be the responsibility of all staff.

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

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

Our school Learning Mentor provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. Holy Cross 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.

Action plan

The following action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Priority	Lead	Action	Resources	Time	Success Criteria
Planning Duty 1 Increasing the extent to which disabled pupils can participate in the school curriculum					
Continue to ensure that pupils with a disability can access the curriculum (including trips, visits and clubs)	All staff	When planning themes and trips staff to ensure that accessibility to the learning has been considered and any reasonable adjustments made.	As appropriate	On-going	All children can fully access all areas of the curriculum and school life.
Provide training for all staff on differentiation/accessibility of the curriculum:	Inclusion Manager Specialist Teachers	Inclusion staff to work closely with staff to ensure that all lessons are accessible to all pupils. Ensure that staff know how to use necessary specialist equipment.	Differentiation resources Specialist equipment.	On-going and as necessary	All staff know how to ensure full access for pupils to the curriculum, and can use specialist equipment as necessary.
Ensure that specialist equipment is in good repair and fit for purpose	Inclusion Manager in liaison with staff and external agencies as appropriate	Liaise with external agencies and parents as necessary.	Purchase necessary equipment that isn't provided via specialist services.	On-going	Specialist equipment is all in place to support accessibility
Planning Duty 2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:					
Ensure that all staff are aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	HT Inclusion Manager	Liaise as necessary and make adaptations as appropriate, e.g.: liaising with specialist teachers/agencies.	None	On-going	Holy Cross is aware of disability needs and takes appropriate action for access.
We will continue to carry out an annual access audit to ensure the physical environment is always	Site Manager in liaison with HT and Lead Governors.	Conduct audit and carry out any actions	Costs as necessary	Annually	Physical environment is always accessible, and fire

suitable, including fire escape.					escape routes are suitable.
Maintain safe access around exterior of the building	Site Manager	Ensure pathways are kept clear. Ensure outdoor learning areas are suitable for disabled access	None	On-going	Exterior of building is safe and accessible
Planning Duty 3					
Improving the delivery of information to disabled pupils (and parents)					
Continue to audit the communication needs of the pupils/parents.	Inclusion Manager, HT and Business Manager	Make any necessary adjustments. (e.g.: clear and simple English, size of font, use of website and mobile technology, working alongside a parent to complete forms)	None	On-going	Delivery of information is always good.
Annual Review information to be as accessible as possible	Inclusion Manager in liaison with teaching staff	Continue to use child-friendly formats. Support parents as necessary, e.g.: large print, signers.	None	On-going	All paperwork is accessible and understood.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Links with other policies

This accessibility plan is linked to the following policies and documents:

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy