

# Holy Family Primary School

## Accessibility Plan September 2022



### Aims of the Accessibility Plan

This plan outlines how Holy Family Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if 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 and the Diocese must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body 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.

This plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents
- The Head Teacher and other relevant members of staff
- Governors
- External partners

This plan covers three years, but is reviewed annually to take into account the changing needs of the school and its pupils.

## The accessibility audit

- 1.1 The governing body will undertake a regular accessibility audit
- 1.2 The audit will cover the following areas:
  - **Access to the curriculum** – the governing body 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 body 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 body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers
- 1.3 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 aids
  - **Dexterity disabilities** - this includes those whose everyday manual handling of objects and fixtures may be impaired
  - **Visual difficulties** – 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 autism and dyslexia
- 1.4 The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5 All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6 The actions that will be undertaken are detailed in the following section of this document.

# Accessibility Plan

Holy Family Catholic Primary

September 2022 To September 2025 (3years – to be reviewed annually)

Outcomes	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access, progress and participation for children with Autism	C,E, I	Alternative curriculum in place for pupils with EHCPs/SSPPs who cannot access age-related curriculum	Debbie Horton (CAT) SENCo	TAs employed to work with named pupils. A range of resources e.g. jigsaw puzzles, sets of animals to match the interests of the pupils Resources named in EHCP	CPD log Pupil profiles School tracking system to show at least expected progress for these pupils Learning walks EHCP reviews	On-going
		Level 1 AET refresher training for all staff	Debbie Horton (CAT) SENCo	Training budget		Sept 2023
		All classrooms to be autism friendly – using visual timetable, calm environment, colours that don't over-stimulate etc.	Senco/lead practitioner	Hessian backing, weighted cushions, wobble pads etc.		On-going

To improve access, progress and participation for children with sensory and physical needs	C, E, I	To ensure all trips are accessible to all children. Risk assessments carried out and staff ensure adjustments are made well in advance.	Staff/ Senco/PD SS	Time for pre-visits to locations and ensure suitable transport in place. Costs of transport including wheelchair accessible taxis.	Attendance for trips Pupil feedback Parent feedback	On-going as necessary
		To ensure annual staff training arranged for staff teaching children with HI/VI/ and spina bifida	Sensory Support Team/PDS S/SENCo	Timetabled Radio aids in use by class teachers Equipment charged and stored safely	Pupil progress Staff confidence in meeting needs Pupil voice	Annually Sept/Oct Via TEAMS
		To ensure that the range of children with disabilities is considered when replacing tables and chairs (e.g. adjustable height, physio chairs, non-shine surfaces etc)	Business manager in liaison with SENCo	School budget		
		Future planning to take into account access for children and adults with limited mobility to upper floor – lift required.	Governors/ SBM/SLT	Budget identified Funding bid resubmitted to diocese BCC aware	Funding secured Lift in place and in use	Sept 2023
		Staff trained in intimate care	SENDCo/BCH		Daily log	
		Disabled parking bay marked out in car park	HT			

To improve access, progress and participation for children with cognition and learning needs	C, E, I	All staff to be trained on use of ITPs (individual target plans) Targets updated at least termly	SENCo/PS S	Time for training Annual licence	Pupil progress data Staff confidence and performance management Birmingham SEND pupil Progress data collection	Sept 2023
		All staff to focus on raising attainment of pupils with SEND in line with school development plan.	All staff/SENCo	Quality First teaching – on-going training		