

ACCESSIBILITY PLAN

Mission Statement

Holy Name is a Catholic Community working in partnership with parents/carers to nurture and educate the whole person, in the way of Christ, enabling all to know their worth and reach their potential.

Statement of intent

This plan outlines how Holy Name Catholic Primary School 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 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.

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

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

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
- Data Protection Policy

2. Roles and responsibilities

The governing body 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 body, 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 body 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. The Accessibility Audit

The governing body will undertake a regular Accessibility Audit. The audit will cover the following three 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.

When conducting the audit, the governing body 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 autism and dyslexia

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

<u>Aim</u>	<u>Current Good Practice</u>	<u>Objectives</u>	<u>Actions</u>	<u>Responsibility</u>	<u>Dates</u>	<u>Success Criteria</u>
Ensure all pupils with a disability or additional needs are able to access the school curriculum, including the wider school life.	We offer adaptations to the curriculum for all pupils where it is necessary, with reasonable adjustments made to ensure that they make progress against their individual targets. Progress is tracked for all pupils,	All resources are inclusive and available to all. Activities are inclusive, or alternatives are offered. Reasonable	Class teachers to identify adaptations with the support of subject leaders. Class teachers implement reasonable adjustments where necessary to ensure quality	SLT SENDCos All Staff	Ongoing	Enhanced awareness of diversity and full inclusion for pupils with SEND. Improved quality of teaching and learning for children with SEND, high quality teaching, good and outstanding
	Including those with additional needs or disability. The SENDco works with class teachers, support staff, as well as parents and the child, in coproduction, to create strategies for access to learning through one-page profiles. School works closely with specialist services where necessary. Children who require further support to access their personalised curriculum are provided with 1:1 support in order to do so.	adjustments are made to promote good progress in all groups of children.	first teaching for all children. Staff to work closely with specialist services and parents to have a secure understanding of children disabilities that affect our children and ensure care plans are in place if required.			for children with SEND. Improved attendance, motivation, enthusiasm, and progress observed in pupil progress meetings Enhanced awareness of diversity and full inclusion for pupils with SEND. Improved attendance, motivation, enthusiasm and progress observed in all pupils.

school life.	including those with additional needs or disability. The SENDco works with class teachers, support staff, as well as parents and the child, in coproduction, to create strategies for access to learning through one-page profiles. School works closely with specialist services where necessary. Children who require further support to access their personalised curriculum are provided with 1:1 support in order to do so. All pupils are included in educational visits. Extra-curricular activities	adjustments are made to promote good progress in all groups of children.	first teaching for all children. Staff to work closely with specialist services and parents to have a secure understanding of children disabilities that affect our children and ensure care plans are in place if required.			for children with SEND. Improved attendance, motivation, enthusiasm, and progress observed in pupil progress meetings Enhanced awareness of diversity and full inclusion for pupils with SEND. Improved attendance, motivation, enthusiasm and progress observed in all pupils.
IQM - Inclusion Quality Mark	All children, including those with SEND, have access to quality first teaching. All children, including those with SEND, have access to a broad and balanced curriculum.	To celebrate inclusion at Holy Name Catholic Primary school by gathering the appropriate evidence to achieve the Inclusion Quality Mark.	Inclusion Quality Mark Assessment	SLT SENDCOs All Staff	1 Day assessment June 2024 1 Day Centre of Excellence Assessment June 2025	Inclusion Quality Mark awarded to School Centre of Excellence status awarded and maintained

	SENCCo, Teachers, Parents and Children work collaboratively to ensure that children's needs are being met.					
	All parents/ carers. children have access to the building which includes adjustments such as a ramp at the entrance to the building.					

To tackle prejudice and promote understanding in relation to people with disabilities	Awareness days Advice from professionals Ensuring the Physical environment is accessible to all Flexible Learning to meet individual needs Adaptive Learning Resources	To foster understanding of people with disabilities	Consider parental Involvement and engage parents in the process of promoting understanding and Inclusion Consider guest speakers with disabilities to speak to pupils, sharing their experiences and perspectives	SLT SENDCOs All Staff	Ongoing	Enhanced awareness of diversity and full inclusion for pupils with SEND. Improved attendance, motivation, enthusiasm, and progress observed in pupil progress meetings
	Staff Training in inclusive practices ensuring all staff are knowledgeable and have the skills to support pupils with disabilities effectively.					
	IQM – School of Excellence Award					
To ensure all children are prepared for life in modern Britain and the next stage of Learning	Promoting of British Values All children, including those with SEND, are encouraged to express themselves confidently and interact respectfully with others. All children, including those with SEND, are provided with opportunities to problem solve and make decisions All children, including those with SEND, are taught the skills to use technology	To foster a lifetime love of learning To develop essential skills and strong foundations in all curriculum subjects To promote British Values and a respect for diversity To support all pupils to reach their full potential For all pupils to develop 'life ready' skills in preparation for the transition to Secondary School	Consider further opportunities for pupils to express themselves confidently Consider a greater involvement of the wider community to foster partnership	SLT SENDCOs All Staff	Ongoing	Improved personal awareness, creativity and social understanding Improved attendance, motivation, enthusiasm, and progress observed in pupil progress meetings Improved emotional development and wellbeing through a balanced curriculum and extracurricular activities

	responsibly and effectively All children, including those with SEND, have the opportunity to participate in a Residential eg Barnstondale, school					
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	visits and extracurricular activities SEN Pupils are provided with tailored individualised support ensuring that all children have the opportunity to reach their full potential Close links with Secondary Schools are in place to ensure a smooth transition for pupils including the sharing of information.					
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Improve and maintain access to the physical environment.	Holy Name Catholic Primary is a one level building which is accessible for people of all abilities. We have a ramp entrance and exit and wide doorways	Children, staff and visitors with physical disability are able to access all areas of the building.	Consider how access to the building should be improved in the event that any building works are carried out, either internally or externally. Consider identifying	SLT SENDco Site Manager	Ongoing	Children and visitors are able to access the school building, at all times, even when building work has been completed.
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	throughout the building. All outdoor areas are flat and accessible for all, there are no steps. We have a disabled toilet with adaptations for all to access if required. Children's toilets are low-level including hand dryers and sinks	All pupils, staff and visitors are able to take part in all activities	disabled car park spaces for staff, parents/ carers or visitors if required. When new equipment is purchased, ensure that all children, regardless of need or disability, are able to access its function and facilities. Consider, when changing internal and external signage and display material, the inclusion of high visibility colouring and braille, if necessary, Complete individual risk assessments, where necessary, to ensure that all children are able to access the school facilities		Children, regardless of need or disability, are able to use all equipment purchased for use in school. All children and visitors to the school are able to safely navigate the school site at all times.
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Improve the delivery of information to pupils with a disability	We use a range of resources to share information with pupils and parents/ carers such as visuals, communication boards, symbols and basic sign language.	All children are able to access the curriculum , including where it has been adapted to meet their individual needs.	Consider, when changing internal and external signage and display material, the inclusion of high visibility colouring and braille, if necessary.	SLT SENDco Site Manager	Ongoing	All children are able to access the curriculum and wider school life equally if so adapted, regardless of additional
	We have a range of technology available in school including Ipads and laptops which children have access to. We access interpreters for parents/ carers for events such as parent consultations if appropriate. We support parents/ carers to access information/ complete paperwork if they're unable to due to their own learning needs or physical disabilities.	Children make progress in line with what is expected of them	Consider new strategies of sharing information with parents who need it in a different format, for example audio files. Ensure that parents of all children with an additional need or disability are invited to 'coproduce' the school's plan for meeting their needs, and adapting the curriculum as necessary. Consider how systems such as the fire alarm/ internal announcement system can be shared both visually and through sound for people of all abilities			need or disability. Parents/ Carers are supported with adaptations when necessary to maintain positive relationships with school and to maintain an active part of their child's school journey.

Staff have appropriate Medical awareness and/or Training.	Specialist Training from medical professionals for Staff have received appropriate training around the following medical conditions: CVI	For all appropriate staff members to have the knowledge and understanding of specific medical	Staff to receive regular updates on all medical updates. Ensure care plans are in place for children when appropriate. Regularly review the children's	SLT SENDCOs All Staff	Ongoing	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. Continuously monitored to ensure
	Diabetes Epilepsy Bladder and Bowel Asthma Training given to appropriate staff by outside specialists.	Conditions. To ensure children are receiving the appropriate provision based on their medical needs. Staff to feel confident in managing children's medical conditions when required.	progress to ensure that they're able to achieve what is expected of them.			any new needs arising are met.