



HOLYCROSS
CHURCH OF ENGLAND
PRIMARY SCHOOL

POLICY NAME:	Accessibility Plan
DATE AGREED:	August 2024
REVIEW DATE:	August 2027

Accessibility plan (2021-2024)

At Holy Cross Church of England Primary School, we are committed to providing an accessible environment which values include all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitude about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

By implementing this accessibility plan DEMAT and the school intends to ensure that:

- *the school has an environment that is healthy and safe
- *they continue to develop the performance standards for the organisation of Health and Safety management and the control of these risks
- *establish a framework for carrying out assessments through competent persons
- *establish a programme for carrying out inspections of the school or the control of risks.

The accessibility plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. This plan links to the Equality Policy, SEND Policy, Behaviour Policy, Health and Safety Policy.

The accessibility plan will contain actions related to:

- *Increasing access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This will include teaching and learning and the wider curriculum of the school.
- *Improved access to the **physical environment** of the school.
- *Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities.

The accessibility plan is included with the School Prospectus, as is the Complaints Procedure.

Improving access to the curriculum

Aim	Strategies	Time scale	Responsibility	Success Criteria
All staff are confident in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CD for dyslexia, differentiation and recording methods Online learning modules if required	Ongoing, as required	SENCo	Raised staff confidence in strategies for differentiation Increased pupil participation
Classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	Ongoing, as required	SENCo	Raised staff confidence in providing support for specific disability issues
All staff are	Set up a system of individual	Ongoing, as	SENCo	All staff aware of individual needs

aware of the disabled children's curriculum access	access plans for disabled pupils where required Information sharing with all agencies involved with the child	required		
ICT software used to support learning	Make sure software installed where needed	Ongoing, as required	ICT coordinator	Wider use of SEN resources in the classroom
All educational visits to be accessible to all pupils	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	On-going and as required	HT/EVC	All pupils in school are able to access all educational visits and take part in a range of activities
PE curriculum to be accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	On-going and as required By Dec 2017	PE Co-ordinator	All pupils to have access to PE and be able to excel

Increasing access to the physical environment

Aim	Strategies	Time scale	Responsibility	Success Criteria
The school is aware of and addresses the access needs of disabled pupils, staff, governors, parent/carers and visitors	Through discussions find out the access needs of parents and carers Create access plans for individual disabled pupils as part of the Healthcare Plan process when required Be aware of staff, pupils' and parents' access needs Consider access needs during recruitment process	Induction and on-going if required On-going and as required when new pupils join the school Induction and on-going if required Recruitment process	HT/ SENCO	Plans in place for disabled pupils and all staff aware of pupils' needs All staff, pupils and parents feel confident their needs are met Parents and carers have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school allows access for all stakeholders to all areas, especially Reception and outside areas	Consider needs of disabled pupils, parents and carers or visitors	As required	HT, DEMAT	Regular Premises inspections by HT, Premises team
Signage clear for	Review and amend signage	As required	HT	Visually impaired people feel safe in

visually or physically impaired people	annually	and annually		school grounds
Ensure all disabled pupils can be safely evacuated in emergency	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	At start of year, and as required Fire evacuation practices	HT, SENCO HT, SENCO	All disabled pupils and staff working alongside are, and feel, safe in the event of an emergency
All fire escape routes are suitable for all staff and pupils	All areas of school to have wheelchair access Egress routes visual check	On-going and as appropriate	HT/ DEMAT	All disabled staff, pupils and visitors able to have safe independent egress
Ensure accessibility to IT and other equipment by all staff and pupils	Alternative equipment in place to ensure access to all hardware	On-going and as required	ICT Co-ordinator	Hardware and software available to meet the needs of staff and children as appropriate

Improving the delivery of written information

Aim	Strategies	Time scale	Responsibility	Success Criteria
Information for parents/carers is accessible	Provide information and letters in clear print in "simple" English	Induction and on-going	HT, staff, Office	All parents receive information in a form that they can access
Website and all documents accessible via the school website can be accessed by the visually impaired	School office will support and help parents to access information and complete school forms	Ongoing	HT, Office Website maintainer	All parents and pupils understand school information
Delivery of information in writing is in an appropriate format or language	Provide suitably enlarged, clear print for pupils with a visual impairment on request	As required	Office	Pupils understand information given
All staff are aware of guidance on accessible formats	Guidance to staff on visual stress etc and accessible information	On-going	SENCO	Staff can produce their own appropriate information
Annual review information to be as accessible as possible	Develop more child friendly, child appropriate review formats		SENCO	Staff aware of pupils' preferred method of communication

Information is available in other languages and formats for pupils or prospective pupils who may have difficulty with hearing or language problems	Provision of simple language, symbols, large print etc for prospective pupils or prospective parents and carers	Induction and as required	HT, SENCO, Office	Pupils and/or parents feel supported and included All pupils and parents can access information about the school
	Use of Widgets (communication in Print) to supplement school signage		HT, SENCO	
	Access to translators, sign language interpreters to be considered and offered if appropriate	On-going	Website maintainer	
	Ensure website is fully compliant with requirement for access by person with visual impairment	On-going	Office	
	Ensure Prospectus is available via the school website	Ongoing		