

Holy Family Catholic Primary School

ACCESSIBILITY PLAN 2019- 2022



Mission Statement

'At Holy Family we grow, learn and succeed in the footsteps of Jesus'

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governors of Holy Family Catholic Primary School recognises the following duties that this places upon them;

- 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
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve 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 for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the Premises Committee. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability definition

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – DDA definition of disability.

Holy Family Catholic Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Learning Difficulties and Disabilities Policy as well as Equal Opportunities Policy.

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What we currently provide at Holy Family Catholic Primary School to help make the curriculum accessible to all

A range of initiatives and strategies are currently in place:

- Funded support from Trafford LA and Manchester LA for pupils with an education Health Care plan (EHC) of Special Education Needs
- Individual support from outside agencies such as Longford Park School
- Individual and small group support delivered by our Teaching Assistants. This is determined by the needs of the pupils and budgetary constraints
- Whole school training on differentiation, different Teaching and Learning styles
- Review of the curriculum

What we currently provide at Holy Family Catholic Primary School to help make the building accessible to all

- Disabled access at the front door with automatic doors
- Disabled toilet and wet room by the entrance
- Sloped access through main doors near Year 4 and Year 6 classrooms
- Ramp and wide door from fire exit in the staffroom and Year 3 classroom
- Clear signage for the entrance

How we currently provide information to parents

- Electronic means to communicate including text messages. Paper copies are issued when requested.
- Website has a tool to translate information into a wide variety of languages.
- Speak personally to parents who we know English is not first language to ensure they understand letters.

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

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Equality and Inclusion

TARGET	ACTION	LEAD PERSON	RESOURCES & COSTS	SUCCESS CRITERIA	MONITOR AND REVIEW
Accessibility Plan and Equality Action Plan becomes an annual agenda item at Governors Meetings	Add to Autumn agenda Targets reviewed by the Premises and Children and Learning committees throughout the year	LD Chairs of Committees	time	All governors will be aware of the targets; with some governors involved in achieving targets	ongoing

Improving the Curriculum Access

TARGET	ACTION	LEAD PERSON	RESOURCES & COSTS	SUCCESS CRITERIA	MONITOR AND REVIEW
Continue training for teachers and support staff on different aspects of SEND including differentiation when required	Review needs of children with specific learning needs and provide relevant training	MC	Time	All staff will be trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.	Ongoing With time expertise will increase
To ensure pupils with dyslexia can access worksheets and reading books	Resources available to support children with Dyslexia and Dyslexic tendencies such as: • Cream paper sheets • Coloured overlays for reading books • 'Dyslexia friendly reading books	MC	Cream photocopying paper Matt laminating pouches	All staff are aware of the Dyslexia policy Learning walks around school to show impact of training (dyslexia friendly classroom teaching methods) Children will become confident in using resources such as overlays to assist them in their learning.	Ongoing

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Improving the delivery of Written Information

TARGET	ACTION	LEAD PERSON	RESOURCES & COSTS	SUCCESS CRITERIA	MONITOR AND REVIEW
Availability of newsletters and school documents in alternative formats.	Letters in first language – where possible Large print when required. Text messages and emails are sent out regularly. Hard copies given on request	M Byrne	Annual fee to Parent mail Text message cost	Parents will be able to access all school information	Ongoing

Improving the physical environment

TARGET	ACTION	LEAD PERSON	RESOURCES & COSTS	SUCCESS CRITERIA	MONITOR AND REVIEW
Ensure all disable pupils can be safely evacuated	Personal Emergency Evacuation Plan (PEEP) in place for pupils with a disability. Ensure all staff are aware of PEEPs. Staff trained in evacuating children in line with the PEEPs	LD/ CS	Buggy to transport child outside quickly	Safe evacuation for all when necessary	Ongoing – review after a fire drill
Maintain access for visually impaired	Yellow anti-slip paint on step outside the Nursery.	PF/LD	Paint	All areas clearly accessed	Ongoing – review paint is visible.

The Accessibility Plan should be reviewed annually