

Holy Cross Catholic Primary School
Accessibility Plan 2020-2022



HOLY CROSS
CATHOLIC
PRIMARY SCHOOL

Living loving learning together.

Holy Cross Catholic Primary School Accessibility Plan 2020-2022

Purpose of Plan

The purpose of this plan is to demonstrate how Holy Cross Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

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.

Areas of Responsibilities

- Improving access to the physical environment of school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Increasing access for disabled pupils to the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- Improving the delivery of written information to disabled pupils, which is provided in writing to pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents, and be made available within a reasonable timeframe.

Holy Cross Catholic Primary School aims to treat all pupils, prospective pupils, staff, governors and other stakeholders favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. School aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a

disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in school.

Contextual Information

Holy Cross Catholic Primary School was originally built during the 1960s. The building is on two levels: the EYFS, Year 1, Year 2 classrooms and the infant library are on the ground floor and the Year 2, 3, 4, 5, 6 classrooms, 2 additional support classrooms, the junior library, the staffrooms and administration offices are located on the first floor. The school buildings are accessed by 2 sets of stairs, 3 ramps and 1 lift. Wheelchair users can access the building via the car park ramp, the main entrance ramp or the nursery classroom ramp. A disabled toilet is available on the first floor and can be accessed via the lift or the ramp at the main entrance. In the car park, there are two spaces for disabled users. At present we do not have any wheelchair dependent pupils, parents or members of staff.

Current Range of Known Disabilities

Holy Cross Catholic Primary School has children with a range of disabilities that include specific learning difficulties and physical disabilities.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in each classroom and a record of use is noted.

Some children have food allergies or intolerances / cultural food choices. Photographs of these children are posted where appropriate and there is a list available to staff.

All medical information is collated and available to staff via the school office.

5 members of staff are EYFS trained in Paediatric First Aid, one member of staff is 'First Aid at Work' trained and nine members of staff are trained in Schools First Aid.

All medication is kept in a central safe and secure location for easy access for First Aiders and office staff. Administration of medicine consent forms are completed by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

School has 1 Defibrillator on site. Four members of staff have been trained in the use of this equipment and all staff are aware of its location.

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Target	Strategies	Outcome	Timeframe	Achieved
<p>Physical Environment To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and to continue to improve access to the school's physical environment for all stakeholders</p>	<ul style="list-style-type: none"> -regular/annual audit of school buildings to determine accessibility -access plans for individual disabled pupils when required -awareness of staff, governors and parents access needs and meet as appropriate -Implement actions as budget allows 	<ul style="list-style-type: none"> -modifications made where necessary to improve access -Learning passports in place for disabled pupils and all staff aware of pupils needs -All staff, governors and parents accessibility needs are met 	<p>On-going</p> <p>As required</p> <p>On-going and as required</p>	
<p>Disabled toilets Edges of steps visible strips/paint Quiet Areas in school Fire escape routes- Ensure any disabled pupils can be safely evacuated Ensure fire escape routes are suitable for</p>	<ul style="list-style-type: none"> -evaluate our facilities annually -currently have an accessible disabled toilet -edges of steps to the main entrance and within the school are marked with yellow strip -Put in place Personal Emergency 	<ul style="list-style-type: none"> -modifications made where necessary to improve access -all disabled pupils and 	<p>Annually</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	

<p>all</p> <p>Ramped access from classroom to all areas.</p> <p>Internal corridors/classrooms accessible to frame/wheel chair users</p> <p>Ramped access to Reception Area</p> <p>Lighting and signage in all areas reviewed- visually impaired pupils/staff/visitors</p>	<p>Evacuation Plan for any pupils with difficulties</p> <ul style="list-style-type: none"> -Ensure all staff are aware of their responsibilities during evacuations -take into account needs of disabled pupil, parents/carers or visitors when considering any redesign -currently ramp access to Reception Area -currently lighting and signage in all areas 	<p>staff working alongside are safe in the event of a fire or other emergency (when necessary)</p> <ul style="list-style-type: none"> -All staff are confident of their role during evacuations -disabled pupils feel welcome and valued -disabled parents/carers/visitors feel welcome and valued -visually impaired parents/carers/visitors feel welcomed and valued 	<p>and as required</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	
<p>Curriculum</p> <p>Increasing the extent to which disabled pupils can participate in the school curriculum</p> <p>Provide learning aids to support children with specific needs-hearing impairment.</p>	<ul style="list-style-type: none"> -Currently undertake risk assessments when planning school trips and other curriculum activities to take into account accessibility for disabled pupils -Class teacher and SENCO is aware of specific needs of child with Cochlea Transplant and what consideration needs to be taken during whole class teaching 	<ul style="list-style-type: none"> -All pupils in school able to access all educational visits and take part in a range of activities -All pupils, including those with specific needs can access the 	<p>On-going and as required</p> <p>On-going and as required</p>	

<p>Provide learning aids to support children with specific needs-ASD.</p>	<p>and independent learning. - Class teacher and SENCO is aware of specific needs of children with ASD and what consideration needs to be taken during whole class teaching and independent learning.</p>	<p>curriculum and make progress.</p>		
<p>Teacher and Teaching Assistants training to support pupils with disabilities. Specific training to teach spelling, reading for children with specific difficulties or tendencies. Ensure all staff are aware of and able to use SEN software and resources. Ongoing support and monitoring for TAs for Precision Teaching. Teacher and Teaching Assistants training to support pupils with Mental Health and Well-being. School trips are accessible Ensure disabled pupils participate equally in after school / lunch time activities Promoting positive imaging.</p>	<p>-Be aware of staff training needs on curriculum access -ADHD Foundation Training -CPD assigned for Oxford Owl Spelling and Readwise -CPD assigned for use of software and resources -Software installed and resources in place -Ensure TAs are supported and monitored for Precision Teaching and that the children targeted is in line with Whole School Provision Mapping. -Jenny Nock attachment and trauma training. -Zones of Regulation training. -Ensure disabled pupils take on Child Leadership roles -Ensure disabled pupils participate in inter and intra competitions -Gather information on accessible PE and disability sports</p>	<p>-1:1 support and small group support as required -Raised staff confidence in strategies for differentiation and increased participation -Raised staff confidence in using strategies for the support of children’s well-being and mental health. -Implementation of Zones of Regulation within the classrooms and strategies also used during online learning. (Due to school closures) -Wider use of SEN resources in classrooms -Wider participation of</p>	<p>On-going and as required On-going On-going On-going On-going On-going On-going On-going Annually</p>	

	<ul style="list-style-type: none"> -Seek disabled sports people to visit the school -Promote positive imaging by providing 'Ability Awareness' day, led by external visitor or through other Awareness Days. 	<ul style="list-style-type: none"> disabled pupils in all curriculum areas and a range of activities -All to have access to PE and be able to excel -Positive image and awareness promoted and shared by staff and pupils 	and on-going	
<p>Written Information</p> <p>To ensure that all parents/carers, pupils and other stakeholders can access information</p>	<ul style="list-style-type: none"> -Provide information and letters in clear print and in simple English -Where appropriate, provide translation support either verbally or in written form -School office will support and help parents to access information and complete school forms where appropriate -Ensure website and all documentation via the school website is accessible to all 	<ul style="list-style-type: none"> -All parents/carers receive information in a form they can access -Parents/carers feel supported and valued -Parents/carers feel supported, valued and informed 	<p>On-going</p> <p>On-going</p> <p>On-going</p>	
<p>Access to Parents' evenings/celebration events</p> <p>To provide written information to pupils in an appropriate format.</p> <p>End of term reports</p> <p>Alternative forms of contact</p> <p>Encourage disabled pupils to express</p>	<ul style="list-style-type: none"> -Invite parents/carers to attend parent's evening and events -Child friendly Learning Passports and resource boxes in place -Child friendly Calm Boxes in place - Positive Mental Health resources to be put in place 	<ul style="list-style-type: none"> -Parents/carers feel supported, valued and informed -Staff are more aware of pupils preferred learning strategies and methods of 	<p>On-going</p> <p>Three times a year and on-going</p>	

<p>access needs and in exploring learning needs</p> <p>Review promotional material to ensure it explicitly welcomes disabled pupils and those with SEN.</p> <p>Review the access to information provided to parents of disabled pupils. Liaise with parents.</p>	<ul style="list-style-type: none"> -Mindfulness sessions in place for children -Inform parents/carers of pupil progress and attainment in an appropriate format -Where necessary, use other means to communicate with parents such as via telephone or text messaging bulletins -Allow pupils the opportunity to express their opinions and access needs through interviews and questionnaires -Use school prospectus as a means to ensure disabled and SEN pupils are welcomed and valued -Use school prospectus as a means to offer support and open communication with parents/carers -Ensure parents of disabled pupils are communicated with and supported regularly -Ensure parents with English as an Additional Language are supported appropriately either through English speaking family members, a translator and through translated documents. 	<p>communication</p> <ul style="list-style-type: none"> -Pupils are more aware of their own progress and attainment -Pupils feel valued and supported -All can access information about the school -Parents/carers of disabled pupils feel supported, valued and informed 	<p>On-going</p> <p>On-going</p>	
<p>Equality and Inclusion</p> <p>D.A.P. and contents becomes an annual agenda item at FGB</p>	<ul style="list-style-type: none"> -Ensure Equality, inclusion and accessibility are discussed and reviewed at full governors meeting 	<ul style="list-style-type: none"> -All governors and stakeholders are well informed about 	<p>Annually</p>	

		equality, inclusion and accessibility within the school		
<p>Staff awareness of disability and equality issues</p> <p>All policies consider implications of disability access.</p> <p>Routinely distribute information from disabled groups to parents of disabled pupils.</p> <p>School has an open door policy where disabled parents/pupils can discuss any concerns they have openly.</p> <p>Positive imaging of disabled people throughout school.</p>	<ul style="list-style-type: none"> -Provide staff with training and resources to increase knowledge and awareness -Consider accessibility implications when writing and reviewing all policies -Communicate with parents of disabled pupils and share resources and information -Ensure positive imaging of disabled pupils is evident within school through different means such as posters, noticeboards and on website 	<ul style="list-style-type: none"> -Staff well-informed about responsibilities and resources to be used to develop the curriculum -Parents/carers of disabled pupils feel supported, valued and informed -Disabled pupils feel supported, valued and informed 	<p>Annually and on-going</p> <p>On-going</p> <p>On-going</p>	

Approved by Governors: Spring 2021

Signed:

Review Date: Spring 2023