



Holy Cross Catholic Primary School

Accessibility Plan

Approved by	
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Remit	Full Governing Body

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We want everyone to reach their potential and we recognise that for some pupil's extra support is needed to help them to achieve and be successful.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Holy Cross Catholic Primary School will exercise the right to protection with regard to the exemptions provided for the 'Equalities Act 2010' relating to schools with a religious character as follows: Admissions; Benefits facilities and services; curriculum; Collective Worship and Employment.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Linked Documents

- [Single Equality Policy](#)
- [Health and Safety Policy](#)
- [School Improvement Plan](#)
- [Emergency Plan](#)

HOLY CROSS CATHOLIC PRIMARY SCHOOL – ACCESSIBILITY PLAN 2021 – 2023

Improving the physical access

TARGET	STRATEGIES	TIME SCALE	SUCCESS CRITERIA
To be aware of the access needs of disabled children, staff governors and parents/ carers.	<ul style="list-style-type: none">• Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from')• Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process• Ensure staff and governors can access areas of school used meetings• Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school.• Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.• Emergency Plan is annually reviewed to ensure the safety	As and when this may be required	<ul style="list-style-type: none">• SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.• All staff & governors are confident that their needs are met.• Continuously monitored to ensure any new needs arising are met.• Parents have full access to all areas of school if required• PEEPs are prepared and reviewed as individual needs change. Conducted by H&S provider – Good Skills Consultants.• Classroom Risk Assessments completed and inclusive of all staff and pupils

	<p>of all personnel is accounted for.</p> <ul style="list-style-type: none"> Classroom Risk Assessments conducted by school staff in the summer and or when new pupils start throughout the year to allow for reasonable adjustments for identified pupils/ staff. 		
Maintain safety for visually impaired people	<ul style="list-style-type: none"> Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges Check exterior lighting is working on a regular basis Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate Install flashing beacons that signal a fire alarm 	Annually and as new children join the school throughout the year	<ul style="list-style-type: none"> Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.
Ensure there are enough fire exits around the school that are suitable for people with a disability.	<ul style="list-style-type: none"> Complete PEEP to identify and adjust fire exit assembly points. Ensure all staff are aware of the need to keep fire exits clear. 	<p>As and when required.</p> <p>Daily</p>	<ul style="list-style-type: none"> All Disabled personnel and pupils have safe exits from the school.

Accessing Car Parking/ entrances to school	<ul style="list-style-type: none"> • Access to the school via the top gate to allow for inclusive access to the school site. • Gates are accessible to allow cars to drive right to the main entrance of the school busing if required. Relevant Risk assessments and reasonable adjustments to be in place on an individual basis. 	On- going	<ul style="list-style-type: none"> • There is a space for disabled members of staff and visitors to park throughout the school day.
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HOLY CROSS CATHOLIC PRIMARY SCHOOL – ACCESSIBILITY PLAN 2021 – 2023

Improving the curriculum access

TARGET	STRATEGIES	TIME SCALE	SUCCESS CRITERIA
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> • Ensure venues and means of transport are vetted for suitability • Develop guidance on making trips accessible 	Ongoing	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> • Review PE curriculum to include disability sports 	Annually	All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> • Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school 	As Required	Disabled children feel able to participate equally in out of school activities.
Ensure support staff have specific training on disability issues	<ul style="list-style-type: none"> • Identify training needs at regular meetings 	Ongoing	Raised confidence of support staff
Ensure disabled children can move from classrooms to the hall	<ul style="list-style-type: none"> • Make sure the corridors is clear of obstructions • Use of the outside door to the hall is free of obstruction to allow for access into the hall. 	Ongoing	Disabled children can get to the hall from the classrooms