



Bishop
Hogarth

Catholic Education Trust

Accessibility Plan

Holy Family Catholic Primary School

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Contents:

Aim of the Accessibility Plan

1. The Accessibility Audit
2. Planning duty 1: Curriculum
3. Planning duty 2: Physical environment
4. Planning duty 3: Information

Aims of the Accessibility Plan

This Plan outlines how the 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 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.

This Plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment/significant alterations or new build.

The Accessibility Audit

To assist in the development of the Plan and the identification of key issues the School will undertake an Accessibility Audit – at least once every three years. A template for the audit is attached at **Appendix 1** and covers the following three areas:

- **Access to the curriculum** – the School 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 School 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 School will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school 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

The audit should be used as a standalone tool to prompt investigation and review and need not be published with the Accessibility Plan.

The findings from the audit will, however, be used to identify the broad issues to be addressed and the actions to be taken to improve access.

All actions will be carried out in a reasonable timeframe. The actions that will be undertaken are detailed in the following sections of this document.

[Please note that the actions in the tables below are examples only. You must amend the content of the tables to reflect your school's actions.]

Planning duty 1: Curriculum

Issue	Action to be taken	Lead	When	Outcome
All staff participate in CPD related to SEND ranges to support pupils learning through Quality First Teaching.	<p>SENCO to lead CPD linked to expected support for pupils with SEN to include where some pupils require an alternative curriculum to their peers.</p> <p>CPD – looking at best practice for pupils with</p> <ul style="list-style-type: none"> -EAL -Dyslexia -ADHD - Autism 	Rowena Coleman	<p>Summer 2026</p> <p>(follow up sessions will be planned following outcomes)</p>	<p>All staff are aware of expectations relating to them as SEN teachers.</p> <p>All staff more able to more fully meet the requirements of SEND children's needs with regards to accessing the curriculum.</p>
Staff members do not have the ICT skills to support pupils with SEND	<p>INSET provided to staff members teachers and support staff around assistive technology</p> <p>Training for all staff following on and assistive tech to be used to support a specific cohort of pupils with SEND</p>	Headteacher, external trainers SENCO	Summer 2026	Staff members have the skills to support pupils with SEND use assistive technology to record their ideas and be able to access written materials.
A minority of pupils require a curriculum which focuses on embedding early numeracy and literacy skills into key stage 2 and this is not yet an embedded practise of alternative to rather than adapted for.	SENCO to lead CPD linked to expected support for pupils with SEN to include where some pupils require an alternative curriculum to their peers.	Rowena Coleman	Summer 2027	Pupils requiring alternative work that focusses on embedding literacy and numeracy skills throughout the curriculum will have this provision in place.

Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Lift maintenance	Annual maintenance check	Business manager	Annually	
Changing facility access in Reception	Annual maintenance check Space to be usable should it be necessary.	EY staff Business manager SENCO	Annually	A height adjustable changing facility will be operational.

Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
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Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	SENCO Headteacher	July 2025	Delivery of information to disabled pupils improved
To re launch the child friendly SEN guide	Use child friendly language and make as an appendix	Children will be aware of extra support available in school.	December 2025	Children will be familiar with the types of support they may get at different times of their school career.
Re launch an SEN parents group	Get parents to review policy documentation.	Parents will share what information is important to them and support accessibility.	February 2026	All families will be familiar with SEN graduated response.
Families with EAL not being able to access information and pupils not being able to access information around school	Ensure families know about the translate feature on both DOJO and the website. Use dual coded signs for emergency exits and toilets. (ENglish, Widgit and home language)	Business manager	February 2026	All pupils will be able to read emergency signage Parents will know how to access translated materials.

Appendix 1

Accessibility Audit

Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all pupils, including equal access to the physical environment, information, and the curriculum without hinderance. The school must also accommodate the needs of staff and visitors Lead have disabilities, both inside its buildings and on its grounds.

How to use this audit

The audit will be carried out at least once every **3** years. It comprises three sections: **access to the curriculum**, **access to the physical environment**, and **access to information**. Guidance notes are attached at the end of the audit to help prompt enquiry. Actions should be collated into broad issues for carry over to the Accessibility Plan.

An audit for all types of disability

While conducting this audit, schools should consider all kinds of disabilities or impairments, which may include:

- **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, so lighting, glare, contrast and colour should be considered.
- **Auditory disability** – this includes those with hearing impairments and sensitivities, so induction loops, visual signals and acoustics should be considered.
- **Comprehension** – this includes hidden disabilities such as autism and dyslexia. Considerations should also be made for pupils with English as an additional language (EAL).

Name of school	Date of audit
Holy Family RC Primary School	12.6.2025

Audit completed by	Role
Rowena Coleman	SENCO

Accessibility Audit

Feature	Description / Comments	Actions to be taken	Person(s) responsible	Date to complete actions by
Access to the curriculum – See guidance note 1				
How does the school enable all pupils to have access to the full curriculum without hinderance including PE, drama and music?	<ul style="list-style-type: none"> - Adaptive teaching - Physical disability considered through LEARNS - VI service currently in school. 	<ul style="list-style-type: none"> - Follow advice from VI (LINS) as recommendations occur 	SENCO	September 2028
How do staff adapt lesson plans so that all pupils can	<ul style="list-style-type: none"> - Use of sticker system - Staff training (CPD) 	<ul style="list-style-type: none"> - Expand offer of assistive tech (SENCO and TA training) 	HEadteacher SENCO	July 2026

participate and reach their full potential?	<ul style="list-style-type: none"> - Evidence of cloze passage, EEF 5 a day strategies, - Key skills focus - Retrieval to ensure recall of knowledge. - Cloze passage, sentence starters, visual supports, enabling environments, use of assistive tech. 			
How does the school ensure that all pupils have access to extracurricular activities and are able to participate in school trips?	<ul style="list-style-type: none"> - all children have access - Pupils with medical needs trained staff are made available by prior arrangement. - School trips SEND considered as part of RA. 	- look at a club with a SEND focus and consider invitation and social skills theme	SENCO	July 2026
Access to the physical environment – See guidance note 2				
How has the school made sure that access routes, entrances (including reception), doors and corridors are wide enough for wheelchair users and those with ambulatory difficulties to have room for manoeuvre? Are ramps and power assisted	<ul style="list-style-type: none"> - Ramps - Widened doors - Call button to entrance (assistance can then be given to open door for those with physical disability if required) 	- ALL recommendations acted upon following health and safety Audits.		

doors used where appropriate?				
Are accessible toilet and changing facilities available for people with disabilities?	Accessible toilets CHanging facilities in place	Annual checks		
How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls, classrooms, staff rooms and offices and to have adequate room to manoeuvre?	Design of seating allows for wheelchair access Staff room can be crowded at times, consideration of layout to be considered	- Layout of staff room to be reviewed	Headteacher	July 2027
Are means of escape fully accessible including from upper floors and is the fire alarm visual as well as audible including inside toilets.	Lift regularly serviced			
Access to information – see guidance note 3				
Are relevant areas of the school clearly signed for those with visual impairments and disabilities, such as autism or dyslexia?	- Signage is clear	- widgit symbols will be introduced to support learners - Dual coding of emergency exit signs considered	Head teacher and SENCO	July 2027
Do you have the facilities, such as ICT, to produce written information in different formats?				
Do you ensure that information is available to staff, pupils and parents in a	Brail on toilet signs			

way that is user friendly for all people with disabilities?				
How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?	Translation features on website and class dojo			

Guidance Note 1 – Access to the curriculum

Guidance Note 2 – Access to the physical environment

Guidance Note 3 – Access to information

1. Are relevant areas of the school clearly signed for those with visual impairments and disabilities, such as autism or dyslexia?
2. Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils who may have difficulty with standard forms of printed information?
3. Do you have the facilities, such as ICT, to produce written information in different formats?
4. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?
5. How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?