

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL

www.holyfamily.herts.sch.uk
admin@holyfamily.herts.sch.uk



Accessibility Plan

Date: September 2023



OFSTED July 2019

'Pupils feel safe in school and believe that the adults take good care of them.'

'The quality of teaching, learning and assessment in the school is strong.'



**CATHOLIC SCHOOLS
INSPECTORATE**
THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

Catholic Schools Inspection February 2023

'The visitor is left in no doubt that this is a loving Catholic school that prides itself on a genuine, warm welcome.'

'Staff provide the highest level of pastoral care; there is a deep commitment to the most vulnerable.'

'Prayer is central to life in Holy Family.'

At The Holy Family School we are committed to Safeguarding Children

'As a family we live, love, learn and celebrate with Jesus.'

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 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

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.

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.

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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The purpose of this plan is to ensure that the school environment, curriculum and documentation are accessible to pupils, staff and families and reasonable adjustments are made within the constraints of the school resources.

We will do this through specific actions that aim to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improve the delivery to disabled pupils of information that is provide in writing for pupils who are not disabled.

This is the access plan for The Holy Family School, which has been created after reviewing all aspects of the school site and its SEND policy, and looking at options for improving accessibility within existing arrangements. The school will monitor the implementation of the plan at least annually and keep under review the access needs of the school.

Aim	Strategy	Outcome	When	Impact
Pupils are fully integrated within the classroom	Support staff are used to support pupils appropriately	Needs of all pupils are fully met	On-going	Curriculum accessible to all pupils
Pupils with disabilities are fully involved at playtimes	Specific information is shared among staff via email, CPOMs and at briefings and staff meetings to ensure staff are aware of needs and strategies	Where relevant all pupils and adults aware of the needs of disabled pupils Appropriate support is allocated to support pupils with disabilities	On-going	All pupils included in all aspects of school life
	Appropriate adult support assigned where appropriate			
	Buddies and Young Leaders and Yellow Cap system in place			
Teachers and support staff have the necessary training to teach and support pupils with disabilities	Audit adult training needs to identify appropriate training courses, including medical interventions	Staff trained and supported	On-going	Staff confidence enhanced by appropriate training
	Bring training to the attention of relevant staff;			
	Ring fence funding to support staff training and development.			
	Use of outside agencies, specialist centres and support groups			

'As a family we live, love, learn and celebrate with Jesus.'

All members of the community have equal opportunities to access the school premises and relevant information.	School premises are inspected and reviewed to ensure accessibility for all (including Health and Safety audits)	Needs of all members of the school community are fully met within the physical constraints of the school premises	On-going	Physical accessibility of school increased and delivery of information is available to all
	School provides information in range of alternative formats when necessary.			
Ensure all new building works conform to inclusion and accessibility guidelines.	Use of appropriate support from Building Consultant, LA and Diocese.	Building completely accessible to all.	On-going	Physical accessibility of school maintained. Measures are in place to ensure accessibility for everyone
SPECIFIC DISABILITIES				
Pupils with autistic spectrum disorder / communication disorders have access to the curriculum and are included	Advice from outside agencies sought and acted upon.	Classroom resources are adapted and provided to make learning accessible to pupils on the autistic spectrum. Child Centred Plans for each individual record the nature of specific need and adaptation	On-going	Pupils on the autistic spectrum have access to appropriate resources and learning support. Pupils on the autistic spectrum develop greater independence and reduce reliance on others
	Relevant training provided for all staff working with the pupils.			
	Appropriate visual timetables and signing are used			
	Support staff support provided as appropriate.			
Pupils with hearing impairments are suitably catered for	Social communication strategies included on Child Centred Plans and Provision Maps, including the use of signing	Adults attend training annually for specific pupils and are confident in the use of the technology on a daily basis	Ongoing	Those with hearing impairment are enabled to access the full curriculum and benefit from collective gatherings.
	Pupils are seated where they can lip-read if need be; written support provided in addition where appropriate			
	Specific equipment provided by the Hearing Impairment service for individuals is employed			
	Signing is promoted and would be used to support understanding for HI pupils as well as those with ASD			

'As a family we live, love, learn and celebrate with Jesus.'

Review appropriate colour schemes, signage and non-visual guides when refurbishing, especially to benefit those with visual /sensory impairments	Communication in Print in use – symbolic language Seek advice from LA SEND/ sensory support service on appropriate colour and tactile nonvisual signage (where appropriate) for individuals	Ensure classrooms are accessible to visually impaired members of the community, including yellow strips to highlight steps	Ongoing	Physical accessibility of school increased.
Pupils with visual impairments have access to the curriculum	Advice from outside agencies sought through liaison with parents and outside agencies	Advice is disseminated and acted upon by the relevant staff	On-going	Pupils with visual impairment are enabled to access appropriate resources.
Classrooms and resources are accessible to visually impaired pupils.	Coloured paper/overlays/pens/print, used when appropriate.	Classroom resources are adapted and provided to make learning accessible to visually impaired children.	On-going	Pupils with visual impairment are enabled to access Classrooms and resources appropriate resources.
	Pupils seated in appropriate place			
	Where appropriate larger type used			
	Use of ICT (i-pads, large icons on desktop etc.)			
	Information provided orally or aurally			
Pupils with speech and language difficulties have access to the curriculum	Relevant training provided for all staff working with individual children Speech and language screenings for all EYFS Referral to SALT team Input from Speech therapist	Staff empowered to deliver specific support including that highlighted via Wellcom language screening Personalised provision plans in place with specific SALT targets Pupils meet targets	On-going	The curriculum is accessible to children with speech and language difficulties and programmes of support are in place to ensure access to the curriculum, understanding by others and delivery of specific objectives
	Referrals to school SALT for pupils not in receipt of an EHCP who have S&L difficulties	Communication with therapist enhanced for parents and staff through face to face meetings		
	Basic signing shared and revisited with EYFS and KS1 staff	All classroom staff familiar with signing to support oral language		
	Wellcom resource used to assess language	Understanding and assessment of language difficulties		

'As a family we live, love, learn and celebrate with Jesus.'

	<p>Pupils are given time to process language and respond.</p> <p>Staff avoid ambiguous vocabulary and reinforce speech with facial expression, gesture and sign as appropriate</p> <p>Staff endeavour to reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials.</p> <p>Language skills developed through drama, role play and Blank Level Questioning</p> <p>EYFS team to champion oral communication</p>	<p>Teaching approach adapted to cater for the needs of pupils with speech and language difficulties</p> <p>Parents supported to understand crucial role of verbal interactions in cognitive development</p>		
<p>Pupils with specific physical and/ or medical needs, which may be permanent or temporary, are supported to access the curriculum</p>	<p>Advice from outside agencies sought and acted upon.</p> <p>Relevant training provided for all staff working with the pupils</p> <p>Activities and resources are adapted to the pupil's need where necessary</p> <p>Support staff support provided as appropriate.</p> <p>Specific strategies are documented and recorded including Care Plans and monitoring records</p>	<p>Classroom resources are adapted and provided to make learning accessible to pupils with physical challenges. The nature of specific need and adaptation are documented and intervention recorded</p>	On-going	<p>Pupils with specific physical and/ or medical needs have access to appropriate resources and learning support in relation to their needs (permanent or temporary disability)</p>
<p>Pupils with dyslexia/dyscalculia have access to the curriculum</p>	<p>SENDCO, teachers and support staff have regular training</p> <p>Class teachers identify pupils with dyslexic and dyscalculic tendencies and refer them to SENDCO</p> <p>CCP's created and reviewed termly with parents</p>	<p>External training opportunities identified for individual staff and resources disseminated</p> <p>Difficulties are clearly identified and recorded i.e. phonic assessment, speed of writing</p> <p>Strategies addressed by staff working with the pupil Progress towards targets is measurable</p>	Ongoing	<p>The needs of pupils with dyslexia and dyscalculia are addressed and additional support is available</p>

'As a family we live, love, learn and celebrate with Jesus.'

		so that they are fully/ partially met by review date		
	Access to supportive resources is facilitated to ensure pupils are confident to engage with the curriculum	Audit of resources and classroom environment to ensure resources are accessible to all		
	Work scaffolded to allow access for all pupils	Relevant resources employed such as overlays, larger text, font type, speech to text, audio		
Pupils with behaviour support needs are included in all activities	Positive behaviour strategies used throughout the school based on Hertfordshire STEPS Therapeutic Thinking, our Mission statement and our values of Family, Honesty, Trust, Acceptance and Sharing	High expectation of behaviour evident throughout the school	On-going	All pupils feel safe at school. Parents are involved at all levels and high expectations of behaviour are maintained across the school.
	Parents involved in discussions all activities about pupils who exhibit challenging behaviour using therapeutic approaches	Parents supportive of interventions discussed with school and work effectively together in the best interests of pupils		
	Pupils with challenging behaviour are supported initially by additional strategies and adults within the school	Support staff and / or teacher working with pupils has clear expectations of standards and strategies shared with all staff		
	Referral to Behaviour Support for additional strategies and support, where appropriate, including in school support for whole class groups.			
	Behaviour Support Plans put in place for pupils who exhibit challenging behaviour.	Support assistants and / or teacher working with pupils Pupil has clear expectations of standards Strategies shared with all staff		

'As a family we live, love, learn and celebrate with Jesus.'