



WALTHAM HOLY CROSS ACCESSIBILITY PLAN

October 2024

Review date: October 2027

Accessibility Plan

1 Policy Statement

- 1.1 The Equality Act 2010 requires Waltham Holy Cross Academy to publish an Accessibility plan in respect of the academy. The plan must cover the Trust's actions to improve accessibility in 3 key areas:
- increased access to the curriculum for pupils with learning differences and disabilities;
 - improvements to the physical environment to increase access to education and associated services at the academies for pupils learning differences and disabilities; and
 - improvements in the provision of information for pupils with learning differences and disabilities where it is provided in writing for non-disabled recipients.
- 1.2 This plan is to be adequately resourced, effectively implemented and regularly reviewed and revised as necessary, at least every three years.

2 What are the principles behind this policy?

The Trust is committed to:

- demonstrating a commitment to developing access to the school for all pupils
- reflecting the views, wishes, aspirations and concerns of parents and pupils and be based on a culture of high expectations for all
- reflecting an understanding of other legislation that provides protection to children, such as that on race, human rights and health and safety
- being guided by the National Curriculum Inclusion Statement and the aims set out for the school curriculum
- supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
- using information from audit and other data collection approaches validated by research
- showing how the school plan is coordinated with the LA's strategy
- embedding accessibility within the school improvement process
- making explicit links with the work of other agencies
- including a clear evaluation strategy.

Accessibility Plan

3 Accessibility Plans

The template strategic accessibility plan for Waltham Holy Cross Academy is set out in Annex A. The academy is required to submit its accessibility plan for Trust approval on an annual basis. These will be published on the Waltham Holy Cross Academy's website.

Accessibility Plan

1.0 - Planning Duty 1 - Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Short term	Children with SEND to make more rapid progress in writing.	<p>SLT to monitor use of strategies at QFT through drop-ins and observations.</p> <p>Pre-teaching of vocabulary to be included in each class daily.</p> <p>Embed Talk4Writing</p> <p>SENCo to provide information to Subject Leads and Advocates re facilitation of learning in individual subjects.</p> <p>Further training and modelling to be arranged as required.</p>	Head of School / SENCo/ SLT/ Teachers	On-going	<p>Teachers are aware of how to make writing accessible for children with SEND; use alternative ways.</p> <p>Pre-teaching of vocabulary happened daily in every class</p> <p>Teachers and support staff use visual strategies to support understanding, predictability, independence and working memory.</p> <p>All staff are aware of individual's needs.</p> <p>Teachers and PE specialists know how to adapt PE lessons/Sports day/events/trips to improve accessibility for all pupils.</p>	

Accessibility Plan

		<p>ECT training focusing on each area of need.</p> <p>One Plans show detailed outcomes for all SEND learners.</p> <p>Visual strategies are used to support understanding and working memory</p>			Parents have ideas so they can help their child at home.	
Medium term	To ensure children with sensory needs are consistently having their needs met; resources are being fully utilised.	<p>All children to have access to quiet space if needed</p> <p>Regulation stations accessible around school/in classes.</p> <p>All relevant interventions continue to be timetabled and accessed efficiently.</p> <p>Refresher training on sensory processing to be arranged by SENCo for teaching staff, LSAs and MDAs</p>	Head of School / SLT/ SENCo/ Teachers	Spring 2024	<p>Children with sensory processing difficulties and ASC are effectively supported.</p> <p>Children with sensory needs have access to quiet, calm spaces around school, during lesson and unstructured times</p>	
	Staff require training on supporting children with	INSET training on dyslexia for teachers	SENCo/ Specialist teacher	Summer 2024	All staff will provide dyslexia friendly classrooms.	

Accessibility Plan

	dyslexia or specific learning difficulties	SENCo/NET's Specialist Teacher to support teachers to create dyslexia friendly classrooms.			All teachers will have an understanding of how to provide multisensory learning. Classrooms will be dyslexia friendly. Analytic Phonics and Morph Mastery as ASI to provide alternative ways to read and spell.	
Long term	Staff to embed their knowledge and understanding to support children with ASC and monitor progress with progression framework tool.	AET's Tier 2 training provided by NET's Specialist Teacher. Support provided to use AET's progression framework	Head of School /Teaching staff / SENCO/Specialist Teacher	Summer 2025	Staff will be confident when working with children with ASC. Children with ASC are effectively monitored – Progression Framework used where appropriate.	
	Staff to embed their knowledge and understanding of speech and language, creating 'communication-friendly' classrooms with inclusive tools used consistently at High Quality Teaching.	On-going support and training provided by NET's Speech and Language Therapist/ SENCo and SEND Hub team.	Head of School /Teaching staff/ SENCo/ Speech and Language Therapist	Summer 2025	Staff will be confident when working with children with speech and language difficulties.	

Accessibility Plan

2.0 - Planning Duty 2- Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	<p>Children with physical disabilities cannot access upstairs classroom.</p> <p>Entrance/exit to annex classrooms is an issue for us – main entrance is used</p> <p>Lunch and break time access may be restricted for children with physical disabilities.</p> <p>Table height may not be suitable for some children as they move up to KS2</p> <p>Navigating around school can be confusing.</p> <p>Ensure all disabled pupils can be safely evacuated.</p>	<p>Relevant year group will always be allocated in downstairs classroom</p> <p>Children with physical disabilities will have access to manageable and motivating activities during break and lunchtimes.</p> <p>Table and chair audits will take place in first week of term and adjustments made accordingly.</p> <p>Visuals will be displayed at the entrance to all rooms and areas around school.</p> <p>Staff photos will be displayed on doors</p>	Head of School	Immediate effect	<p>Children with physical disabilities can access their learning environment</p> <p>Children will have the appropriate level of independence in navigating around school.</p> <p>Children with physical disabilities can have access to unstructured social time with peers.</p> <p>All disabled pupils and staff working alongside are safe in the event of a fire.</p>	Constantly under review.

Accessibility Plan

		<p>alongside class and staff names.</p> <p>A personal Emergency Evacuation Plan (PEEP) for all pupils and staff with difficulties.</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>				
	Adapting physical environment for a child with visual impairment.	<p>Ensuring contrast in environment i.e., stairs are easily discerned.</p> <p>Class environment to be clutter free and spaced to allow easy manoeuvrability.</p> <p>Lights on in corridors.</p>	<p>Head of School</p> <p>Class teacher</p>	Immediate effect	Children with visual impairment will access their learning environment.	
Medium term	Children with disabilities will be able to access all trips and visits.	<p>PNI guidance will be used to plan accessible trips and visits.</p> <p>Y6 residential access will be planned for children with physical disabilities.</p>	<p>Head of School/</p> <p>Education Visit</p> <p>Co-ordinator</p>		Trips and visits will be planned with PNI needs in mind.	

Accessibility Plan

		Autistic children will be prepared for trips and visits with visual information and schedules.				
Long term						As required

Accessibility Plan

3.0 - Planning Duty 3 - Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Review information to parents / carers to ensure it is accessible.	Provide information and letters in a clear print in 'simple' English. School office will support and help parents to access information and complete school forms.	School Office	On-going	All parents receive information in a form that they can understand. Excellent communication. Increased confidence of parents to access their child's education.	On going
Medium term	Access to written information on the website. Ensure access all information is accessible to all community including those who have literacy difficulties.	Include a recording which verbalises the answers to the FAQs. Have FAQs immediately available to reduce time trawling through policies. Include child's voice explaining what school's do well. Include photos of staff.	Communications Officer in collaboration with SEND team.	Summer 2025	The website will be accessible to all regardless of learning differences.	

Accessibility Plan

Long term	Not all our parents are literate and so key information can be missed by them.	Consider alternative methods of sharing this information such as voice notes. Staff to be aware of parents who may find written information inaccessible	Communication Officer Staff to verbally inform known parents of messages	Summer 2025	All communications will be adjusted to ensure access to all by all.	
------------------	--	---	---	-------------	---	--