



HOLY FAMILY CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN

2019 – 2022

Approved by ¹	
Name:	
Position:	
Signed:	
Date:	
Review date ² :	

¹The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

²This document should be reviewed every 3 years

CONTENTS

1.	INTRODUCTION.....	1
2.	DEFINITION OF DISABILITY.....	1
3.	REASONABLE ADJUSTMENTS.....	2
4.	AIMS OF THE ACCESSIBILITY PLAN.....	3
5.	KEY OBJECTIVES.....	3
6.	CONTEXTUAL INFORMATION.....	4
7.	DEVELOPMENT.....	4
7.1	The Purpose and Direction of the School’s Plan: Vision and Values.....	4
7.2	Information from Pupil Data and School Audit.....	4
7.3	Views of those Consulted during the development of the Plan.....	5
8.	SCOPE OF THE PLAN.....	5
8.1	Increasing the extent to which disabled pupils can participate in the school/setting curriculum.....	5
8.2	Improving the physical environment of the school/setting to increase the extent to which disabled pupils can take advantage of education and associated services.....	5
8.3	Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled.....	6
8.4	Financial Planning and Control.....	6
9.	IMPLEMENTATION.....	6
9.1	Management, Coordination and Implementation.....	6
9.2	Monitoring.....	6
9.3	The role of the LA in increasing accessibility.....	Error! Bookmark not defined.
9.4	Accessing the School’s Plan.....	7
10.	RELATED POLICIES.....	7
APPENDIX A(i)	-	Template Plan (Improving Access to the Curriculum)
APPENDIX A(ii)	-	Template Plan (Improving Access to the Physical Environment)
APPENDIX A(iii)	-	Template Plan (Improving Access to Written Information)
APPENDIX B(i)	-	Example Completed Plan (Improving Access to the Curriculum)
APPENDIX B(ii)	-	Example Completed Plan (Improving Access to the Physical Environment)
APPENDIX B(iii)	-	Example Completed Plan (Improving Access to Written Information)

This page is intentionally blank for printing purposes

1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school/setting must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school/setting to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school/setting could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of

SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school/setting.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools/settings and Local Authorities are the same as the duties in the previous DDA. Schools/settings are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Holy Family Catholic Primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/setting curriculum;
- improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school/setting to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's/setting's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school/setting will address the priorities identified in the plan

Compliance with the disability duty under the Equality Act is consistent with the school's/setting's aims and Single Equality Scheme, and the operation of the school's/settings SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We strive to ensure that the culture and ethos of the school/setting are such that, whatever the abilities and needs of members of the school/setting community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school/setting community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION

Holy Family Catholic Primary School is an average-sized primary school situated in a residential, urban area of Barrow-in-Furness. The rites and practices of the Catholic faith are fundamental to all aspects of school life. All members of the school show a deep commitment to the Catholic faith and values. The school works very closely with the local Catholic church and its community. The school is popular in the area, so the number on roll has been stable for several years. There are seven single-age classes, with Nursery and Y5 taught jointly by two teachers.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

Our School:

- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.

7.2 Information from Pupil Data and School Audit

Key starting points for the school's plan:

- *Before the start of an academic year, we will identify the:*
- *no. of students regarded as disabled under the terms of the DDA. These can be grouped as: hearing impaired, physical mobility problems (non-wheelchair users), visual impairment, Asperger's Syndrome, ADHD, Autistic, epileptic*
- *Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.*
- *students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.*

In order to ensure that our data is up to date and accurate we will:

- *liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;*
- *improve the information dissemination from our Learning Support facility;*
- *implement a system that allows parents to inform us if they themselves have a disability;*
- *identify early on in their school career any obstacles to the effective learning of disabled students;*

- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school/setting community.

7.3 Views of those Consulted during the development of the Plan

We will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;
- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically SENCo, safety committee;
- set up a structure to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled pupils can participate in the school/setting curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

We plan to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

8.2 Improving the physical environment of the school/setting to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

We will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

8.4 Financial Planning and Control

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

Our Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- *produce action plans, with definite time scales for the implementation of the actions implicit in the plan;*
- *present the plan to the governing body for their approval;*
- *modify the plan based on the views of stakeholders;*
- *review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.*

9.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor the following to be able to judge our success:

- *success in meeting identified targets;*
- *changes in physical accessibility of school/setting buildings;*
- *questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's/setting's ability to promote access to educational opportunities for pupils with disabilities;*
- *improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;*
- *recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school/setting;*
- *recorded evidence that fewer pupils are being excluded from school/setting opportunities as their needs are being more effectively addressed through the application of strategies and procedures;*

- *increased levels of achievement for pupils with disabilities;*
- *pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;*

9.3 Accessing the School's Plan

This will be done through:

- *presentation in the policies section on the school website open to all visitors to the site;*
- *mention on the school app of the availability of the plan;*

We will ensure that the plan is available in different formats where requested.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools/settings including special schools;*
- *seeking support/advice from outside the school/setting, from services, other agencies and organisations;*
- *ensuring that the school/setting is aware of all support services that provide advice to schools/settings and staff.*

10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme/Objectives
- Health & Safety Policy
- Special Educational Needs and Disabilities Policy, **Local Offer Response & Information Report**
- Off-Site Visits Procedures
- Whole School Behaviour Policy **& procedures**
- School Development Plan
- Asset Management Plan
- Complaints Procedures

This page is intentionally blank for printing purposes

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN 2019 – 2022

IMPROVING ACCESS TO THE CURRICULUM

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
To make display text more accessible to all children.	Text on main displays with also have symbols displayed next to them (widget)	All children able to have an understanding of the displays around school.	Academic year 2019/2020		
To provide more opportunities for visual/oral learning experiences.	All EHCP children to have access to an ipad. Create green screens (both indoor and outdoor) for children to record their work on an ipad. Work to be photocopied on off white/cream paper.	All children will have access to a curriculum which caters for all learners.	Academic year 2019/2020		
To use ICT more effectively to enhance the learning opportunities of SEND children.	Staff to receive clicker training and use this to enable SEND children to access written areas of the curriculum. EHCP children to access Clicker during lessons on their own ipads.	Staff creating resources on clicker for SEND children to use. SEND children have a wide variety of ways to communicate their responses to a learning objective. Progress of SEND children more easily monitored due to an increase in evidence.	Academic year 2019/2020		
Provide specialist equipment to enable children to access curriculum	On the advice of specialists who work with the school, purchase necessary equipment eg wobble board, equipment to prevent children putting foreign objects on their mouths, noise eliminating head phones	Children are given the best possible opportunities to access the curriculum.	Ongoing as and when the need arises.		

--	--	--	--	--	--

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN 2019 – 2022

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

A site visit looking at access was carried out by Neil Shepherd on 18/04/19 and a number of recommendations made:

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
	Changing facility for EYFS and children with additional needs.	Using the current boiler house in Nursery, de-clutter and find alternative storage for toys stored. Remove the exterior doors to the boiler room and replace with a window. Create a new entrance via the Nursery cloakroom into the new changing room. Decorate and ensure sufficient storage and furniture suitable for a changing room.	2020/2021		Neil Shepherd	
	Wheelchair lifts on hall stairs and infant stairs.	Hall stairs to be widened to allow wheelchair access by installing a lift. For the infant stairs, the Year 2 doorway will need to be moved along to create space for a chair lift.	2021/2022		Neil Shepherd	
	Ensure all doors which require wheelchair access are able to be accessed using a ramp.	Areas requiring a ramp will be assessed and built.	2021/2022		Neil Shepherd	
	Ensuring all areas are secure so that flight risks are eliminated	EYFS playground gates to be locked using caribeners Safety gates erected to prevent access to potential safety risks eg Reception Keever and Nursery kitchen	Summer 2019		Pete Cargan	
	Changing storage boxes to store goods to enable intimate care to be carried out correctly.	Storage boxes to be installed in disabled toilet in KS2 corridor. Children requiring changing will have their own box with spare clothes, underwear/nappies, changing materials eg gloves, wipes, bags	Summer 2019		Danielle Kaighan	
	Nursery door leading to school building.	This door needs to be replaced with a door which has 2 handles to prevent potential flight risks.	2019/2020		Rachel Porter Neil Shepherd	

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN 2019 – 2022

IMPROVING ACCESS TO WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
For text to be accessible to all learners.	If paper copy, enlarge when required and use off-white/cream paper. Ipad to be used to enlarge text etc. Children with SEND to have own ipad.	All learners able to access the curriculum	2019/2020		
To improve parent communication to that it meets the needs of all adults in the school community.	A variety of communication will be provided to our parents. Create a new school website which can easily be accessed from both surface PCs and other devices. Change our app provider so that communication of dates can be accessed on larger screens and not just on mobile phones and tablets. Ensure newsletters are displayed in a large copy on outdoor noticeboard.	All members of the school community are able to easily find out what is happening in school on a variety of screen sizes and formats.	Autumn 2019		
To make display text more accessible to all children.	Text on main displays with also have symbols displayed next to them (widget)	All children able to have an understanding of the displays around school.	Academic year 2019/2020		

This page is intentionally blank for printing purposes