



Accessibility Policy

Holy Family Catholic Primary School
&
Our Lady and St Joseph Primary School

Our schools have a strong Catholic ethos which underpins everything we do. Knowing we are guided by God, we aspire to live our mission of truth, honesty, justice, and peace for all. Catholic Social Teaching permeates through our curriculum, interactions, and relationships.

This is all manifested through God, Love and Family

Our vision is to empower children to become architects of a better world.

We therefore continuously seek to evolve our holistic understanding and application of learning.

We hold a shared belief that this requires knowledge, effort, empathy, passion, and innovation.

This is our mission.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Our School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 about disability and to developing a culture of inclusion, support, and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Our School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents, and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Our Schools Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.
The Accessibility Plan will be monitored through the FGB

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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

The priorities for the Accessibility Plan for our school were identified by:

The Governing Body
Head Teacher
Inclusion Leader
School Business Manager
Site Managers

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Liaise with Hearing and Visual Impaired Service via Specialist outreach advisory teachers.	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Ongoing involvement as appropriate	Hearing impaired children successfully included in all aspects of school life.
Where appropriate, liaise with EP service regarding the teaching of children with ASD, Attachment Disorder and other specific learning difficulties.	Relevant staff attend appropriate training. Outreach provision from external agencies.	Staff are supported to provide appropriate provision for children with ASD, Attachment Disorder and other specific learning difficulties.	Ongoing	Children with ASD, Attachment Disorder and other specific learning difficulties are successfully included in all aspects of school life where possible.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislation requirements.	Ongoing	Increase in access to all school activities for all pupils.
Classrooms are optimally organised to promote participation and independence and ensure safety of all pupils.	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables where necessary.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing	All pupils have access to the National Curriculum.

Action Plan

IMPROVING THE CURRICULUM ACCESS

Ensure all children on SEN list have appropriate provision in place including <i>Pen Portraits</i> and that these are monitored by the SENCo	Provision and <i>Pen Portraits</i> for all children are reviewed half termly.	Provision and <i>Pen Portraits</i> are up to date and form a key part of the planning process for all pupils.	Ongoing	<i>Pen Portraits</i> and appropriate provision in place to support the needs of individual children.
Review TA deployment as needed to enable pupils to be appropriately supported.	SENCo to discuss with TAs, teaching staff and SMT termly.	Adult support is available during times that individual children may need support.	Review termly	Children have access to support.

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Delivery of information to pupils and parents/carers improved.
Make available school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly.	Ongoing	Delivery of school information to parents and the local community improved.
Survey parents/carers on quality of communication.	Part of annual parents' questionnaire and included in Parent Focus Group.	School is more aware of the opinions of parents and acts on this.	From Summer 2022	Parental opinion is surveyed and action taken appropriately.

The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	By Autumn 2022	The school is able to move forward with electronic reporting to parents.
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c) PHYSICAL ACCESS

Our School is on one level. Any physical adjustments or adaptations necessary to accommodate individual pupils' will be considered in consultation with Hampshire Local Authority and complied with as far as is reasonably practicable.