

# Holy Cross Primary Catholic Voluntary Academy

## Accessibility Plan 2025 to 2028

Holy Cross Primary is committed to taking all steps necessary to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent/carers questionnaires, pupil voice and discussions.

This plan will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

### Introduction

The SEN and Disability Act 2015 states that *“all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

*The Equality Act 2010 also states that schools ‘must’ make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.”*

### Definition

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day-to-day activities.

The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

### Aims of the Accessibility Plan

The Accessibility Plan will be structured to complement and support the school ***Equality Information and Objectives Policy***, as well as the ***Special Educational Needs and Disability Policy***.

This plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the delivery and availability of written information to pupils, staff, parents/carers and visitors with disabilities.

### Equal opportunities

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of this plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take appropriate steps to ensure the pupil is effectively supported.

Holy Cross Primary will ensure that all extracurricular activities and clubs are accessible to all pupils. The school will make reasonable adjustments to allow pupils with SEND to participate in all school activities.

### Admissions

Holy Cross Primary will act in accordance with the school admission policy. The school will apply the same entry criteria to all pupils and potential pupils.

Prospective parents/carers of pupils with an EHCP and pupils with SEND will be invited to a transition meeting with the school SEND coordinator prior to the pupil starting school in order to discuss the pupils' specific needs.

### Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality or disability is published. The governing body and Headteacher will review this policy in collaboration with the school SEND coordinator.

Role in School	Name	Date reviewed
Executive Headteacher	Mr P Tibble	November 2025
SEND Coordinator	Mrs R Tipton	November 2025
Chair of Governors / SEND Link Governor	Mrs M Williams	November 2025

## Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services

	Targets	Action	Monitoring	Time Frame/Costs	Success Criteria
Short Term	To ensure visual signs and labels are incorporated in the school, classrooms and all learning environments.	Signs to be consistently used around the school (including communal areas)  Visual timetables in place within all classrooms and accessible to individual children with additional needs.	Headteacher SEND coordinator	Term 2 2021	Visual signs used within all communal areas for all children as well as children with additional needs. All children are able to access the school timetable with support.
Medium Term	To seek advice from services such as the Visual /hearing and ICT Services on how to improve our school environment for all children, ensuring sound accessibility.	Visits from specialist teams from LA  Lesson observations	Headteacher SEND coordinator	As required throughout the year	Appropriate advice is sought and acted upon to ensure the accessibility of the physical environment for all pupils.
Long Term	To ensure the internal and external physical space is appropriate and accessible to all pupils.	The Annual SEND monitoring will include reviewing the physical environment and accessibility for all pupils and pupils with SEND.	SEND coordinator SEND link Governor  Liaise with the OLOL Trust Estates Manager as required.	As required Annually	The internal and external learning environments are appropriately resources and accessible for all pupils, including pupils with SEND.

## To increase the extent to which pupils with disabilities can participate in the school curriculum

	Targets	Action	Monitoring	Time Frame/Costs	Success Criteria
Short Term	To provide a Nurture group / individual ELSA mentoring for children with additional social, emotional and behavioural needs.	Children to be identified with additional social, emotional or behavioural needs.  Nurture / ELSA provision to be provided.	Headteacher SEND coordinator Mental Health First Aider SEND Link Governor	Term 2 2025– ongoing throughout the academic year.	An increased level of opportunity for children with additional social and emotional needs to access curriculum because their additional needs are being appropriately supported.
Medium Term	To develop the role of the Mental Health First Aider.  To develop two members of support staff to be ELSA trained.	Children to have access to an ELSA trained member of staff to allow individual social and emotional needs to be supported. This will be throughout the school day and also at After School Club.	Headteacher SEND coordinator	As required throughout the year and beyond.  2 x £800 ELSA training	A nurturing opportunity to be offered to all pupils in need of this intervention support.
Medium Term	To provide large print texts for children with visual impairments.	To refer children in need to visual impairment services and request larger scale books – support from LA VI team.	SEND coordinator	As required throughout the year and beyond.  Cost of any large print texts – discuss with LA VI team.	For all children with any visual impairments to be able to access the curriculum.
Medium Term	To increase and revisit the whole school awareness of what is	Staff to access training provided through External	SEND coordinator	As required throughout the year and beyond.	For all staff to be confident in providing an all-inclusive

	an Inclusive Curriculum, promoting the involvement of pupils with disabilities in the classroom through discussion activities.	Agencies such as SBAP Behaviour Support, CAMHS, Small Steps, etc to have Most up to date knowledge.		Cost of any whole staff training.  Twilight training sessions for support staff.	classroom environment.
Long Term	To identify pupils who may need additional to or different from provision for each Sept intake to Reception class.	To work with Nurseries/Playgroups/ Child-minders to review potential new-starter intake.	SEND coordinator EYFS Leader	Term 3 each year.  Release time for EYFS Leader to liaise with SENDCO.	Procedures/equipment etc in place for the new cohort of children coming into school every September.

### Improving the delivery of written information

	Targets	Action	Monitoring	Time Frame/Costs	Success Criteria
Short Term	Ensure that all Newsletters and other written communication is clear and published in a font that is easy to read.	Headteacher / Office Manager to ensure majority of correspondence to be sent electronically or put on School website, so that parents can enlarge or change contrast on the screen.	Headteacher Office Manager SEND Link Governor	Term 2 2025 – ongoing throughout the academic year.	All parents able to access school information more easily.
Medium Term	Ensure staff members are sending information to parents/carers by Class Dojo regularly, so our EAL parents can use translate function.	Staff members to use Class Dojo regularly to communicate with parents.	All staff members	Term 1	EAL Parents/Carers able to translate information more easily.