

HOLY FAMILY CATHOLIC SCHOOL



ACCESSIBILITY PLAN

Date agreed	March 2023 DRAFT
Next review date	March 2026 (or in line with Catholic Education Services (CES) / LBWF Changes)

THE MISSION STATEMENT OF THE SCHOOL

Holy Family Catholic School is a Catholic community embracing the clear Christian values of respect, service and justice.

We are a family of many cultures sharing one faith.

We exist to educate young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.

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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.

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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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	ACTIONS / STRATEGIES	WHEN	SUCCESS CRITERIA	MONITORING AND EVALUATION
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Our school offers a differentiated and adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • High expectations of all students • Introduction of specialist courses for targeted students (where appropriate). • Increased staffing to allow smaller classes in lower sets. • Range of Learning and Teaching strategies facilitated by high-quality teaching and the use of ICT. • Deployment of auxiliary aids and personnel (SEN department) • Information and training for staff (from SEN department + outside agencies) <p>The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts (DfE Guidance 'Accessible Schools')</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Ongoing</p> <p>Annually</p> <p>Annually</p> <p>As required</p> <p>Annually</p> <p>Ongoing</p>	<p>Removal of barriers to learning and participation.</p> <p>Resources are diverse and inclusive.</p> <p>Students achieve target grades/levels.</p> <p>Higher achievement by all.</p> <p>Fewer disaffected and underachieving students.</p> <p>Students' growth of independence through use of ICT</p> <p>Placement is appropriate</p> <p>Teachers and LSAs have the necessary training to teach and support current disabled students.</p>	<p>SLT</p> <p>Class teacher</p> <p>CL</p> <p>CL, SENDCO</p> <p>CL, SENDCO</p> <p>SLT</p> <p>All staff</p> <p>SLT</p> <p>CL, SLT</p> <p>CL, SENDCO</p> <p>SENDCO</p> <p>SENDCO</p>

AIM	ACTIONS / STRATEGIES	WHEN	SUCCESS CRITERIA	MONITORING AND EVALUATION
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Elevator (Walthamstow site) • Corridor width in recently developed buildings • Permanent sloped walkways leading up to the sports center on Wiseman site • Disabled toilets • Sensory room • One way system to reduce congestion within the building on Wiseman site ground floor <p>Aspects of Walthamstow site are of a Grade II* Listed Building</p> <p>The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. (DfE Guidance 'Accessible Schools'.</p>	<p>Ongoing 2018</p> <p>2021</p> <p>2020</p>	<p>Students and staff are able to access all areas of the buildings, wherever feasible, through the use of a lift</p> <p>Recent additions to school building works ensure staff and students have access to accessible facilities such as classrooms, toilets and outdoor spaces.</p> <p>Students move around the building in a clockwise manner avoiding congestion in busy / narrow hallways</p>	<p>Facilities manager</p> <p>Head of Site</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Floor arrows • Visuals of key staff at each building including Designated Safeguarding Leads • Examination papers – GCSE / GCS can be ordered in modified format • Resource material is modified as and when necessary. • To explore pictorial communication / visual timetables 	<p>Ongoing 2020, 2022</p> <p>2022</p> <p>Ongoing</p> <p>Ongoing 2022</p>	<p>Direction of travel is clear to users</p> <p>All aware of key staff</p> <p>Good links between exams officer and SENCO</p> <p>Teachers are following advice and students are receiving modified material</p>	<p>Facilities manager</p> <p>DSL</p> <p>Exams officer</p> <p>CL</p> <p>SENDCO</p>

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCO).

It can be approved by the governing body, an individual governor or headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special educational needs (SEN) information report
- SEND policy