

Holy Cross RC Primary School



Accessibility Plan Policy

Signed _____ [Headteacher] Date May 2025

Signed _____ [Chair of Governors] Date May 2025

Next Review Date May 2026

Schedule 10 of the Equality Act 2010 places a duty on Local Authorities / bodies responsible for schools to plan to increase the accessibility of their schools. This Inclusion Access plan focuses on:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services in school
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
School is aware of the access needs of disabled children, staff and parents/carers	Confidential survey of staff and admission form adapted to ascertain access requirements for children and parents e.g. through arranging accessible meeting rooms	Survey included with admission forms for new families and with yearly medical/administration forms for current families. Parents to be surveyed at parents evening. Staff to be surveyed at first inset day in September.	Headteacher / Business Manager / Office manager	All admission forms have relevant questions on them and staff have completed questionnaires about their access needs

Maintain safe access for visually impaired people	Yellow step edges maintained regularly Check exterior lighting is working on a regular basis	Ongoing checks	Caretaker / Business Manager	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the year.
The main reception area is fully accessible to wheelchair users	Doors to open fully Low level desk	Ongoing checks	Caretaker / Headteacher / Business Manager	All wheelchairs users feel welcome and an accessible building
The main school building is fully accessible to wheelchair users	Maintain wheelchair access ramp Ensure access to ramp is available at all times	Ongoing checks	Headteacher / Business Manager/Caretaker	The school is fully accessible to all visitors
Fire exits are clearly signed, visible and free from obstructions	Regular audit of all fire exits Ensure signage is compliant and clearly visible Ensure all staff are aware of their responsibilities to	Termly and weekly checks	Business and Health and Safety Manager / Caretaker	All fire exits are fully accessible and maintained in a safe manner, monitored through monthly reviews and on-going spot checks

	maintain safe access and exits			
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Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
The structure of the day is clearly communicated to all children including any changes to the established routine.	All classes to display visual timetables	By September each year and on-going monitoring of their availability	SEND Class teacher Head teacher	Children are aware of the structure of the day and are pre-warned of any changes to the regular routine.
All appropriate staff, including visiting teachers and parents will have a clear understanding of the provision required to facilitate inclusion in learning.	Develop and maintain provision and One Page Profiles for all children on the SEN register regularly	Ongoing throughout the academic year	SEND Class teacher Head teacher	Staff, parents and children collaboratively produce One Page Profiles and these are used to inform inclusive classroom practice.
All teaching staff have training in	School to adopt dyslexia friendly	Ongoing throughout the academic year	SEND Class teacher	All staff are confident to deliver high quality

strategies to include children with Dyslexia.	practices such as using visually accessible text, displaying key vocabulary and appropriately scaffolding writing tasks.		Head teacher	teaching incorporating Dyslexia friendly strategies
All teaching staff have training in strategies to include pupils with Autism	Regular inset training (e.g. 'Making Sense of Autism' INSET on the 2 nd Jan 2024)	Ongoing monitoring	SEND Class teacher Head teacher	All staff are confident to deliver quality first teaching incorporating Autism friendly strategies
Pupils with sensory and / or attachment needs can access a calming sensory space.	Each classroom has a 'quiet corner' The ELSA room and KS1 safe space provide a calming sensory space Regular auditing of furnishings	Ongoing checks	SEND Head Teacher	Pupils are able to access appropriate sensory stimulus

All PE lessons are accessible to all children.	Staff training to include accessible and adapted PE strategies	Ongoing from September annually	PE lead Head teacher Class Teacher	Full inclusion of all children in PE
All after school activities are accessible to children with SEN and /or disabilities	Club request / planning information to include accessibility question. Annual audit of participants	Ongoing from September annually	SEND CO Head Teacher After School Club Staff	Clubs are fully accessible and inclusive
All trips out of school are accessible to all children.	School trip information form to include further information on access requirements and provision. Venues are selected with accessibility in mind. Alternative methods of transportation are	Ongoing from September annually	SEND CO Educational Visits Coordinator Lead	All children can access all trips

	provided as necessary e.g. vehicular transport for children unable to walk long distances			
Staff confident to offer supportive strategies for children with Social, Emotional and Mental Health difficulties.	Staff will receive training in Team Teach, Positive handling and de-escalation behaviour management Staff to receive 'trauma informed behaviour management training' New EMHP, Lauren taking up post term 5. She will work with staff on strategies to manage SEMH. She will work with parents, individual ch and groups of ch to support their SEMH.	Ongoing from September annually	SENDCO	All possible staff will complete accredited Team Teach training All staff to attend Behaviour Management training as part of INSET.

Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Signage welcoming visitors to school is clear.	Use symbols and community languages.	Ongoing from September annually	SENDSCO	All visitors can understand welcome and directional signage at school

All appropriate staff, including visiting teachers, will have a clear understanding of children's access needs.	Individual children access plans (containing medical needs / One Page Profiles/ evacuation plans) are kept in classrooms (in SEN folders) to be handed to new staff on arrival.	Ongoing from September annually	SENDSCO	Staff are fully informed and able to make suitable and reasonable adjustments as necessary.
All staff are aware Of children's' medical needs including the need for the administration of any medications and have regular and appropriate training.	Medication Policy updated to ensure compliancy with new national guidelines	Ongoing from September annually	SENDSCO	All staff are aware of their legal responsibilities. Staff are aware of the medical needs of children in their class and know appropriate actions to take in a medical emergency.

All school information is available in alternative languages. (e.g. Polish, Spanish)

School office to provide translations of school letters as requested

School website to have a language selection option prominently displayed at the top of the home page

SENDCO
IT Coordinator

Parents are aware they can and are able to access information in home languages.