



Holy Cross and All Saints RC Primary School

Love Jesus • Love Learning • Love Life

Accessibility Plan

How we make our school accessible to disabled pupils, staff, parents and visitors

*"We are of the Gospel, educating all children in order for them to grow
and reach their full potential as fulfilled people in Christ"*

1. Our commitment

At Holy Cross and All Saints RC Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success.

We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem, because we know that safe and happy children achieve.

2. Legal background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010, relating to disability. The governing body is 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: schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief, or sexual orientation.

Under the Equality Act 2010 a person has a disability if:

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

This plan is structured to complement and support the school's equality objectives, and is published on the school website alongside them. We understand that the local authority will monitor the school's activity under the Equality Act 2010 — and in particular Schedule 10 regarding accessibility — and will advise on compliance with that duty.

3. Our aims

We are committed to providing an environment that enables full curriculum access and 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 with regard to disability, and to developing a culture of inclusion, support and awareness within the school.

We recognise and value parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities, and we respect the parents' and child's right to confidentiality.

This plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe, anticipating the need to make reasonable adjustments to accommodate their needs wherever practicable. It contains relevant and timely actions to:

- increase access to the curriculum for pupils with a physical disability and/or sensory impairment, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their peers. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities and school visits. It also covers the provision of specialist or auxiliary aids and equipment;

- improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to accessing education;
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events, made available in various preferred formats within a reasonable timeframe.

Whole-school training will continue to raise awareness among staff and governors of equality issues with reference to the Equality Act 2010.

4. Related policies and documents

This Accessibility Plan should be read in conjunction with:

- SEND Policy, SEND Information Report and SEND Local Offer
- Behaviour and Relationships Policy
- Curriculum policies
- Teaching and Learning Policy
- Health and Safety Policy and Emergency Plan
- School Improvement Plan
- Equality Objectives
- Ordinarily Available Inclusive Provision @ HCAS

All of these are available on the SEND Support Hub area of our website or from the school office.

5. Monitoring and review

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 of the works during the life of this plan, and therefore some items will roll forward into subsequent plans. An accessibility audit is completed by the school before the end of each period covered by this plan, in order to inform the development of the next one.

Equality impact assessments are undertaken as and when school policies are reviewed. The terms of reference for all governors' committees include the need to consider equality and diversity issues as required by the Equality Act 2010.

In summary:

- the plan is published on the school website;
- it is monitored through the Curriculum, Pupils and Admissions Committee;
- it is resourced, implemented, reviewed and revised as necessary, and reported on annually to the governing body;
- it may be monitored by Ofsted during inspection in relation to Schedule 10 of the Equality Act 2010.

The priorities in this plan were identified by the governing body, the headteacher, the SENDCo and the school buildings project manager.

6. Action Plan A — Improving physical access

Area	Action	Priority	Timescale
Corridors and circulation	Corridors, doorways and fire exits are kept clear of obstructions. Checked as part of the termly health and safety walk.	High	Ongoing
Accessible parking	One accessible space is provided in the staff car park. The car park has not been extended, so additional spaces will be considered if it is developed in the future.	Medium	Future development
Accessible toilets	Two accessible toilets are available — one on the main corridor serving Key Stages 1 and 2, and one in the newer part of the building.	High	In place
Entrances and level access	Entrances, thresholds, ramps, door widths and handles, and the routes between buildings are checked as part of the access audit. Any barriers identified are added to this plan.	High	Annual audit
Lighting, acoustics and flooring	Classrooms and shared spaces are checked for lighting levels and glare, noise and echo, and for even, non-slip flooring. Blinds, soft furnishings and acoustic measures are used where a child's hearing or sensory needs require them.	Medium	Annual audit, then as needs arise
Signage and colour contrast	Signage is clear, at a readable height and in good contrast, with symbols alongside words. Steps, glass doors and edges are contrast-marked.	Medium	Ongoing
Quiet and sensory space	A calm, low-stimulus space is available for children who need to regulate, and its use is planned into individual support arrangements.	High	In place, reviewed annually
Playground and outdoor areas	Outdoor spaces, seating and the routes to them are checked so that disabled pupils can take part in play and outdoor learning.	Medium	Annual audit
Hall and dining areas	Access to the hall, dining area and stage is checked so that all pupils can take part in assemblies, performances and lunchtimes.	Medium	Annual audit
Changing facilities	An accessible changing facility is now in place, so that pupils with personal care needs can be supported with dignity. A shower is not yet available and will be considered as part of any future refurbishment.	Medium	In place; shower a future development
Individual access needs	Access needs of pupils, staff and visitors with a physical disability are reviewed on admission and whenever a need arises. Adjustments made to classroom location, seating, furniture and routes around school.	High	On admission and as needs arise

Area	Action	Priority	Timescale
Emergency evacuation	Personal Emergency Evacuation Plans (PEEPs) are in place for anyone who needs one, and are checked at each fire drill. Evacuation equipment needs are identified through PEEPs, and staff are trained to use anything provided.	High	Termly
Access audit	An access audit of the site is carried out for the governing body to inform this plan and any capital bids.	High	Annually

7. Action Plan B — Improving curriculum access

Area	Action	Priority	Timescale
Adaptive teaching	Senior leaders monitor the quality of adaptive teaching and provision for pupils with SEND through lesson visits, work scrutiny and pupil progress meetings.	High	Termly
Interventions	The SENDCo audits the interventions in place and their impact on progress. Provision mapping is used across all year groups.	High	Termly
Learning environment	Classrooms are organised and resourced to promote the participation and independence of all pupils — visual timetables, accessible resources, workstations and sensory equipment where needed.	High	Annual audit, then ongoing
Staff training	A rolling programme of SEND training for teachers and support staff, including autism, speech and language, SEMH and adaptive teaching. External specialist advice is sought where gaps are identified.	High	Ongoing
Support plans and provision maps	Staff are trained in producing, implementing and reviewing support plans and provision maps, and in the monitoring systems that sit behind them.	High	Ongoing
Wider curriculum	Trips, visits, residentials, after-school clubs and lunchtimes are planned so that disabled pupils can take part. Risk assessments identify the adjustments needed in advance.	High	Ongoing
Specialist aids and equipment	Auxiliary aids and equipment are identified with advice from occupational therapy, physiotherapy and sensory support services, and provided where reasonable.	High	As needs arise
Transition	Enhanced transition arrangements into Reception, between year groups and on to high school for pupils with SEND and disabilities.	High	Annually and as needed

8. Action Plan C — Improving the delivery of written information

Area	Action	Priority	Timescale
Alternative formats	Written information — letters, newsletters, reports and forms — is made available in alternative formats on request, including large print, coloured paper, simplified text, translation or read aloud.	High	On request
Converting written information	The school keeps itself aware of the services available for converting written information into alternative formats.	Medium	Ongoing
School website	Our new website is checked for accessibility — readable fonts, colour contrast, alternative text on images, documents published in accessible formats, and translation for parents with English as an additional language.	Medium	Annually
Communication with families	Communication preferences are recorded and used — for example a phone call or a face-to-face conversation instead of a letter where reading is a barrier.	High	Ongoing
Accessible resources for pupils	Classroom materials are adapted as needed — enlarged print, symbols, coloured overlays, digital text and assistive technology.	High	Ongoing

9. Action Plan D — Access for parents, carers, visitors, staff and governors

The Equality Act duties are not limited to pupils. This section covers the adults in our school community — the parents and carers who come into school, our visitors, and the staff and governors who work here.

Area	Action	Priority	Timescale
Telling us what you need	Families are asked about access and communication needs on admission, and can tell us at any time. What they tell us is recorded and shared with the staff who need to know.	High	On admission and ongoing
Parents' evenings and school events	Parents' evenings, assemblies, performances and workshops are held in accessible spaces, with seating and clear sightlines. A phone or video appointment, or a ground-floor room, is offered where that works better.	High	Each event
Reception and visitors	Visitors' access needs are met at the main entrance, with staff aware of how to assist and alternative arrangements available on request.	Medium	Ongoing
Forms and communications	Consent forms, letters and surveys are available in accessible formats — large print, simplified wording, translated, or completed with support in the school office.	High	On request

Area	Action	Priority	Timescale
Disabled staff and governors	Reasonable adjustments are made for disabled staff and governors — equipment, adjusted duties, accessible rooms and papers — considered on appointment and whenever a need arises.	High	On appointment and as needs arise
Recruitment and induction	Recruitment and induction are accessible, and applicants are asked at each stage what adjustments they need.	High	Each recruitment
Governors' meetings	Meetings are held in accessible rooms, with papers circulated in advance and in accessible formats on request.	Medium	Ongoing

Approval

This Accessibility Plan was approved by the governing body of Holy Cross and All Saints RC Primary School.

Signed — Chair of Governors	Signed — Headteacher
E Connolly	A Bell

Want to talk to someone?

If you would like to discuss access for your child, or if you would like this plan in a different format, please contact the school office.

Telephone 0161 789 4386 | Email office@holycrossallsaints.salford.sch.uk

Our SEND Policy, SEND Information Report, SEND Local Offer and SEND Glossary of Terms are on the SEND Support Hub area of our website.