



**HOLY FAMILY CATHOLIC PRIMARY SCHOOL**

# **ACCESSIBILITY PLAN**

**2025 – 2028**

<b>Approved by<sup>1</sup></b>			
<b>Name:</b>			
<b>Position:</b>			
<b>Signed:</b>			
<b>Date:</b>		<b>Version No:</b>	
<b>Review date<sup>2</sup>:</b>			

## 1. Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in several ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

## 2. Definition of disability

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

- They have a physical or mental impairment,
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of ‘hidden impairments’ such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil’s ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

#### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

#### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

### **3. Reasonable adjustments**

At Holy Family Catholic Primary School we have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to their non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication [EHRC Reasonable adjustments for disabled pupils](#). It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities are required to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a

statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

#### 4. Public sector equality duty (PSED)

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

#### 5. Aims of the accessibility plan

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

In Holy Family Catholic Primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- Increase the extent to which disabled pupils can participate in the different areas of the national curriculum.
- Increase access to extra-curricular activities and the wider school curriculum.
- Improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The Action Plan for physical accessibility relates, in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward

into subsequent plans. The Plan will be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

## 6. Key objectives

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
  - Setting suitable learning challenges.
  - Responding to a pupil's diverse learning needs.
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## 7. Development of the plan

### 7.1 Vision and values

*Holy Family Catholic Primary School:*

- *Has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.*
- *Is committed to identifying and then removing barriers to disabled students in all aspects of school life.*
- *Values the individual and the contribution they make to all aspects of school life.*
- *Will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education.*
- *Acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement.*
- *Will continue to focus on removing barriers in every area of the life of the school.*
- *Is committed to embracing equal opportunities for all members of the school community.*

### 7.2 Views of those consulted during the development of the plan

*We will:*

- *ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;*
- *consult the full governing body/SEND governor/relevant sub-committee;*
- *consult staff including specifically SENCo, heads of year/department, safety committee;*
- *set up a structure to allow the views of students, both able and disabled to be considered;*
- *survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;*
- *involve outside agencies who already exist to assist disabled students in their education and future careers;*
- *ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;*

## 8. Scope of the plan

### 8.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- To investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- To further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- To investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

We plan to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

*We will plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that school is planned and prepared to respond to the particular needs of individual pupils.*

*Governors should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities. These may include:*

- *consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges;*
- *how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;*
- *identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;*
- *deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;*
- *consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;*
- *description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;*
- *consideration of the school response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;*
- *consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;*
- *identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported;*
- *identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them;*
- *taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;*

- *ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;*

## **8.2 Improving the school's physical environment to increase the extent to which disabled pupils can take advantage of education and associated services**

- In consultation with the LA (where necessary and appropriate) investigate various improvements to the site.
- Improve accessibility points to different curriculum areas.
- Investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

## **8.3 Improving delivery of information that is provided in writing for disabled pupils**

We will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to 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. The information will be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **8.4 Financial planning and control**

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

# **9. Implementation**

## **9.1 Management, coordination and implementation**

*Our Leadership Team plans to:*

- *produce action plans, with definite time scales for the implementation of the actions implicit in the plan;*
- *present the plan to the governing body for their approval;*
- *review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.*

## **9.2 Monitoring**

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

*Evaluation that may be useful to judge success may include:*

- *success in meeting identified targets;*

- *changes in physical accessibility of school buildings;*
- *questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's/setting's ability to promote access to educational opportunities for pupils with disabilities;*
- *improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;*
- *recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;*
- *recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;*
- *increased levels of achievement for pupils with disabilities;*
- *pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;*

### **9.3 Accessing the school's plan**

*This will be done through:*

- *presentation in a section on the school website open to all visitors to the site;*
- *mention in the head teacher's newsletter of the availability of the plan;*

*We will ensure that the plan is available in different formats where requested.*

*We will achieve successful implementation of the accessibility plan with continued support in the areas of:*

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools/settings including special schools;*
- *seeking support/advice from outside the school, from services, other agencies and organisations;*
- *ensuring that the school is aware of all support services that provide advice to schools/settings and staff.*

## **10. Related policies**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum policies
- Equality Policy, Action Plan and Objectives
- Staff Training and Development Plan
- Health & Safety Policy and procedures
- Special Educational Needs and Disabilities (SEND) Policy, Local Offer Response and Information Report
- Off-Site Visits Procedures
- School Behaviour Policy & procedures
- School Development Plan
- Complaints Procedure



HOLY FAMILY CATHOLIC PRIMARY SCHOOL					
ACCESSIBILITY PLAN 2025 – 2028					
IMPROVING ACCESS TO THE CURRICULUM					
Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
To continue with CPD through staff meetings and training to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified	All teachers fully meet the requirements of disabled children’s needs with regards to accessing the curriculum Pupil Progress meetings Parent meetings See CPD Log	On-going		
All out of school activities are planned to ensure the participation of the whole range of pupils wherever possible	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment Where possible with providers that comply with all current and future legislative requirements	Ongoing		
To use ICT effectively to enhance the learning opportunities of SEND pupils.	All EHCP pupils to have access to an iPad. Plenty of opportunities for pupils to record work on the iPad. Colour of background screens changed to suit needs of individual pupils.	All pupils will have access to a curriculum which caters for all learners.	Academic year 25/26		
Provide specialist equipment to enable all pupils to access the curriculum.	On the advice of specialists who work with the school, purchase necessary equipment eg wobble cushions, slopped board, coloured overlays, noise eliminating headphones	Pupils have the best possible opportunities to access the curriculum.	Ongoing as and when the need arises.		
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	September 2025	Increase in access to the National Curriculum	Classrooms are optimally organised to promote the participation

					and independence of all pupils
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**HOLY FAMILY CATHOLIC PRIMARY SCHOOL**

**ACCESSIBILITY PLAN 2025 – 2028**

**IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT**

	<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost £</b>	<b>Responsibility</b>	<b>Date Complete</b>
	Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none"> <li>▪ Need to regularly review the escape strategy, management controls and staff training needed as appropriate.</li> <li>▪ PEEPs to be developed for all pupils with additional needs including those with mobility difficulties and hearing/visual impairments.</li> <li>▪ General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs.</li> </ul> Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered.	Ongoing from January 2026	na	SENCO	
	Improve the KS2 playground for SEND children to create more inclusive playground.	<ul style="list-style-type: none"> <li>• Provide more areas which will help meet their needs:               <ol style="list-style-type: none"> <li>1. Wheeled vehicles zone</li> <li>2. Technology walls</li> <li>3. Sensory play in mud area</li> <li>4. Obstacle course to aid physical development</li> <li>5. Calm time in chill room to be made available for over stimulation.</li> </ol> </li> </ul>	Summer 2026 onwards	£7000	SLT	

## HOLY FAMILY CATHOLIC PRIMARY SCHOOL

### ACCESSIBILITY PLAN 2025 – 2028

#### IMPROVING ACCESS TO WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
To improve parent/carer communication so that it meets the needs of all adults in the school community.	The school will make itself aware of the services available through the LA for converting written information into alternative formats. Make available school newsletters and other information for parents in alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	When needed		
For text to be accessible to all.	Use of different coloured paper if needed. Ipads to be used to enlarge text. Use of symbols displayed next to text e.g. now/next board. SEND pupils to have access to a visual timetable	All learners can access the curriculum.	Ongoing when needed		
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Training on range of issues such as functional use of visual aids as required. Training on use of PECS. Other training as required	Awareness of target group raised Staff follow advice from advisory teachers	When needed		
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	Spring 2026		