



Accessibility Policy

Introduction

The Disability Discrimination Act (DDA) 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of Holy Family Catholic Primary School recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Resources Committee of the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability and Holy Family Catholic Primary School

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the DDA definition of disability.

Holy Family Catholic Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than

people without a disability. Meeting these requirements is consistent with the school's Special Educational Needs (SEN) Policy as well as Equal Opportunities Policy.

Access to this plan

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with the Senior Leadership Team and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted upon request.

Supporting Policies

Single Equality Policy, Special Educational Needs, Curriculum Policies, Anti-bullying, Educational Visits.

Previous Adaptations made to the school

- Included a toilet for the disabled and making adaptations to a toilet in EYFS learning area
- Installation of 'The Space', an interactive, multi-sensory teaching & learning room
- Including ramp access to the KS1 classrooms
- Installation of an external lift to allow disabled access into the KS2 corridor
- Installation of 3 internal lifts to allow disabled access to all levels of the school building
- Installing electronic white boards in teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used. Installing wireless connection across the school to allow use of laptops and tablets within classrooms

- Staff within the school volunteered to be trained so that children with medical and/or behavioural needs could gain equal access to educational opportunities, eg diabetes, epilepsy, nut allergies, positive handling
- Provision of a disabled parking bay in the staff car park, providing improved access to the main building.
- Installation of new inclusive play equipment in KS1 playground
- Installation of a new community garden area including ramp access
- Creation of a dedicated inclusion room 'The Star Suite'

Objective	Strategy	Outcome	Timescale	Goal Achieved
To have complete awareness of individual needs to enable equality.	Audit of pupil needs and staff training to meet those needs. Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to opportunities.	Ongoing, as needs arise.	All school activities, both curricular and extra-curricular, are accessible to all disabled pupils and staff.
To ensure all off-site activities are accessible to those with specific needs.	Review all off-site provision to ensure compliance with legislation. Review all off-site provision to ensure compliance with legislation.	All off-site activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing.	All out of school activities, including educational visits, are accessible to all pupils.
To furnish the school so that pupils and staff can participate in all activities without the need to make frequent adjustments to furniture.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases Classrooms & general areas are organised to promote the participation and independence of all pupils Furniture in all rooms, including hall for lunchtimes,	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Start of each year and as needed should new members of the school community start.	Increase in access to the curriculum and all members of the school community included in all activities.

	is suitable for the needs of pupils. Specialist furniture is purchased where needed.			
To inform all staff about the needs of particular pupils so that they understand the support which needs to be given.	Training for raising awareness of the particular needs of any pupils on roll.	Whole school community aware of issues relating to needs.	Ongoing.	Community will benefit by a more inclusive school and social environment.