

The Holy Spirit Catholic Primary School

Accessibility Policy

2023 - 2024



*The Holy Spirit Primary School
Cotterill, Runcorn, Cheshire*

WA7 2NL

Telephone: 01928 563148

E-mail: sec@holyspirituncorn.co.uk

Website: www.holyspirituncorn.co.uk

Approved by:	Kathy Keig	Date: 18 th October 2023
Last reviewed on:	11 th September 2023	
Next review due by:	10 th September 2024	

Introduction

In line with the Disability Discrimination Act (1995) and the replacement Equality Act (2010), our school and governing body has three key duties towards pupils with disabilities:

- ◆ Not to discriminate against disabled pupils in their admissions and exclusions procedures
- ◆ Not to treat disabled pupils less favourably
- ◆ To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised, as necessary (this occurs, at minimum, annually).

Aims

Our accessibility plan sets out our aims to increase access to education in the areas required:

- ◆ Increasing the extent to which pupils with disabilities can participate in the school curriculum;
- ◆ Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services; Legal Framework, the SEN and Disability Act 2001 extend to the Disability Discrimination Act 1995 (DDA) to cover education.

Statement of Policy

A. The purpose and direction of the school's plan: vision and values.

School Aims

At The Holy Spirit Catholic Primary School, we aim to provide high quality teaching and learning, within a nurturing environment, for all pupils. As a school, we work in partnership with parents, carers and families to develop the whole child and our aim for each and every pupil is to reach their full potential. We ensure this by providing a safe, nurturing learning environment, valuing diversity, promoting equality and celebrating achievement.

We are working to provide:

- ◆ high quality teaching and learning at all times, in all classes and available to all pupils
- ◆ an environment which is safe, secure, caring, nurturing and stimulating
- ◆ a time to listen, to be heard, to reflect
- ◆ a celebration of both effort and achievement

We encourage:

- ◆ high standards
- ◆ feeling good about ourselves
- ◆ understanding and acceptance of others
- ◆ working and playing together
- ◆ a sense of joy in learning
- ◆ resilience and perseverance

We want our school leavers to take with them:

- ◆ pride in their achievements and self-worth
- ◆ an interest in learning
- ◆ growing independence in all areas of life
- ◆ an ever-growing confidence
- ◆ The underlying morals and values of The Holy Spirit Catholic Primary School
- ◆ a responsible and trusting nature
- ◆ Value in their community
- ◆ Memories

We are inclusive in all areas of school life, e.g. school council, breakfast and wrap-around club, after-school clubs and extracurricular activities. All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary, to ensure that success is achieved. All teachers take account of

the inclusion statement in the current National Curriculum.

1. Setting suitable learning targets
2. Responding to pupils diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The school has set the following priorities for the development of the vision and values that inform the plan.

- ◆ To distribute the Accessibility Plan to all staff
- ◆ To keep them up to date with any changes and updates to the plan
- ◆ To remind them regularly of the plan and the outcomes it is set to achieve

B. Information from pupil data and school audit. Pupils currently in school to whom the plan applies include those with:

1. Hearing impairments
2. Behaviour problems
3. Autistic Spectrum Disorders
4. Food allergies
5. Complex needs due to multiple allergies
6. Moderate Learning Difficulties

We are informed of the needs of pupils prior to admission through:

1. Child health
2. Early Years settings
3. Home visits
4. Previous schools

Outcomes for all children are monitored through half-termly and termly tracking. The needs of all children are considered with reference to the 'Every Child Matters' agenda.

In spite of recent adaptations to the school building, which comply with the DDA and Equality Act, the school is suitable for children or adults using wheelchairs or mobility aids. We do have accessible toilet facilities and wheelchair access to all areas and classrooms.

In the event of school trips taking place:

- ◆ There are infrequent occasions, e.g. school trips when, for their own safety or that of others they are not able to participate. The decision will be made following a risk assessment and possibly a site visit or discussion with the site operators.
- ◆ We liaise with parents / carers at an early stage in the trip / visit planning process. The school has set the following priorities for the development of information and data to support the school's accessibility plan.
- ◆ Monitor the occasions when we have to turn away pupils and ensure that, if possible, these occasions are avoided again by altering the accessibility plan to enhance pupil participation.

At school:

- ◆ Monitoring of attendance
- ◆ Monitor any exclusion of pupils from school, trips etc.
- ◆ Any further adaptations to the school to be in line with requirements of the DDA and Equality Act
- ◆ Systems that are already in place will be evaluated; e.g. Personal support plans, Medical Plans
- ◆ External agencies are risk assessed and in line with our accessibility plan
- ◆ Smart televisions make many areas of learning more visual and can be easily adapted to meet a variety of needs including auditory and visual.
- ◆ All staff have high expectations of all children. Targets have no ceiling; all children can be successful
- ◆ Teaching assistants are deployed according to needs within each class/intervention groups through the use of provision mapping.
- ◆ The school has set the following priorities for increasing curriculum access with reference to the School SEND policy and with reference to the SEN code of practice.