



Holy Family Accessibility Plan 2025-2028

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Local Governance Committee (Governing Body) has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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 increase access to education for disabled pupils.

This plan sets out the proposals of the Headteacher/Local Governance Committee of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving 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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is an action plan showing how the school will address the priorities identified.

Current Good Practice	Aims	Actions	By Whom	Timescale	Success Criteria
1. Increase access to the curriculum for pupils with a disability					
A scaffolded curriculum for all pupils using resources tailored to the needs of pupils. Progress is tracked for all, including those with a disability. Targets are set effectively and appropriately for pupils with additional needs Curriculum is reviewed to ensure it meets the needs of all pupils PE curriculum is designed with the inclusion of all pupils in mind The teaching of phonics and reading is prioritised to ensure that children have the skills they need to access their learning.	To further develop the accessibility of the curriculum for all learners	Further embed new writing framework – “boxing up” and “chunking” texts.	SENCO Writing Lead	Ongoing	The rate of progress in writing for all pupils has progressed. Children enjoy what they are learning and can talk about it to others. The levels of engagement have continued to rise because all children are able to access and enjoy the curriculum being taught. Staff are confident and knowledgeable to support children with a variety of additional needs.
		Ensure all new staff are familiar with writing processes			
		Develop the use of scaffolds and manipulatives to ensure learning is adapted for each learner.	SENCO Writing Lead		
		All adults to be aware of the impact that mental health conditions can have on curriculum access	SENCO Writing Lead All staff		
		Further develop alternative methods of recording.	SENCO Writing Lead		
		Source further staff training of different additional needs and conditions.	SENCO Writing Lead		
2. Improve and maintain access to the physical environment					
The environment is adapted to the needs of all pupils: •Ramps •Corridor width •Disabled parking bays •Disabled toilets and changing facilities •Library shelves at wheelchair-accessible height	To further improve and maintain access to the physical environment	To improve safety on all surfaces by ensuring that raised surfaces and edges are clearly visible with yellow paint.	Head Teacher / Site Manager / H&S Gov	Ongoing	All outdoor areas that could cause a trip hazard have been marked with yellow paint.
		Ensure that all pupils can evacuate the buildings safely by creating a PEEP for any child who may need additional support when evacuating the building in an emergency.	Head Teacher / Site Manager / H&S Gov	Sept 23 and ongoing	All pupils will be able to evacuate the building in the event of an emergency. There will be a plan written and shared with all stakeholders that details how the pupil is supported to leave the building in the case of an emergency.

3. Improve the delivery of information to pupils with a disability

Our school uses a range of communication methods to ensure information is accessible. This includes: •Pictorial or symbolic representations •Coloured paper •Coloured overlays •Chunked and boxed up information	To further develop the range of strategies in use to promote independent access to information within the curriculum.	Ensure large print versions of all resources are available needed	SENCO Writing Lead All teaching staff	Ongoing	All teaching and learning ensures that all children are engaged and making progress from starting points. Children are confident to use the learning environment to support their independent learning. Children with sensory loss (hearing loss/vision loss) will be supported to access the curriculum because staff are well trained.
		Smartboard background is of an appropriate colour for pupils with visual needs			
		All teachers to present information to that reduces cognitive load.			
		All teachers to use "Dyslexia Friendly" strategies when presenting information to children.			
		Teachers to be mindful of children's learning styles and adapt the lesson where needed			
		Visual supports and manipulatives to be provided where these will improve access to the learning.			
		Classroom learning environments will be engaging and display curriculum information that supports independence i			
		Children with sensory loss will be supported with communication and access to the curriculum. Staff will have specific training			
		Use a symbol writer to develop signage around the school, displays, social stories and visual supports and scaffolds for children.	ABM SENCO Teaching staff TAs	Dec'23	Children are more able to access the curriculum and to communicate and understand instructions and print. Children are able to understand more complex texts in reading, and can record without the barrier of writing.
		Roll out the use of Microsoft 365 to pupils so that they have access to talk to text and text to talk software		Dec'23	

	To ensure information about the school is communicated clearly and appropriately to all.	Review information relayed to parents/carers to ensure it's accessible to all	Office Staff FLO SENCO	Ongoing	Information is in clear print and plain English. All parents/carers have access to translators, interpreters if needed and those with poor literacy skills are aided Parents/carers can access all additional support needed
		Improve delivery of information in writing in an appropriate format for persons with a visual impairment	Office Staff FLO		
		Support parents to enable their child's progress through highlighting awareness to all available services	Office Staff FLO		
	The diversity of the school community to become more visible	Ensure that the diversity of the school community becomes more visible and that all cultures feel represented by setting up a school parents' council	Head Teacher SENCO SLT FLO All staff	July 24	School parents' council contributes to the inclusion of all