

# HOLY ROSARY CATHOLIC PRIMARY SCHOOL

*“Together as a family, we love, learn and grow  
in the presence of God”*



**ACCESSIBILITY PLAN**

# ACCESSIBILITY PLAN

2018/19 – 2020/21

The Equality Act 2010 requires public bodies such as schools to have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

This is called the public sector Equality Duty and its purpose is to promote equality for all.

This Accessibility Plan forms part of the Equality Duty and sets out how the governing body will improve equality of opportunity for disabled people.

According to The Equality Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The definition of disability covers physical disabilities, sensory impairments and learning disabilities.

The Accessibility Plan has been drawn up in compliance with current legislation and requirements relating to Disability as specified in the Equality Act 2010.

Analysis of pupil & staff data will inform school targets and strategies and we will consult with parents, pupils and staff on an annual basis to ensure the appropriate involvement in the ongoing development of our Accessibility Plan.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a three year period.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Holy Rosary Catholic Primary School, we strive to create a nurturing learning environment offering the correct support for all children and families where faith and individual potential can develop and grow.

All children at Holy Rosary have access to a broad and balanced curriculum where teachers have high expectations for all pupils. Staff at our school recognise the need for good quality inclusive teaching. We aim to meet the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND) by recognising and responding to individual learning styles and needs. It is our duty to provide equal opportunities for every

child in our care and a safe learning environment which caters to the needs of every child as an individual. Teachers are responsible for ensuring that every pupil accesses this entitlement. As a school, we aim to work alongside parents and make SEND provision for those who need it to enable children to fully participate in school life and reach their full potential.

Therefore, The Accessibility Plan should be considered alongside the SEND Policy and Single Equality Policy.

The Accessibility Plan is aimed at:

- 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.

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

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with Sefton SEN and Inclusion Service and other specialist services, the SENCo ensures additional resources, specialist aids and equipment are available where appropriate in assisting pupils' access to the curriculum.

There is a HLTA who supports pastoral needs. She provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Sefton Inclusion Service
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy
- Sefton Social Communication Team
- The Together Trust
- SEAS (Sefton Emotional Achievement Service)
- School Nurse

Increased access to the curriculum for pupils with a disability, involves expanding and making reasonable adjustments to 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 school visits.

## **Improving access to the physical environment of the school**

This covers reasonable adjustments to the physical environment of the school such as external areas, buildings and fixtures and fittings and physical aids to access education. The aim is to continue to enhance the environment, adding specialist facilities as necessary to meet the needs of all pupils and to ensure that they have access to all aspects of education offered by Holy Rosary.

## **Improving the delivery of information to disabled persons**

This covers reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks, school website and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Accessibility Plan will be published on the school website and also be available from the school office. The School Prospectus makes reference to this Accessibility Plan.

The Plan will be monitored through the Curriculum and the Premises Committees of the Governors. The Plan will be monitored by Ofsted as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The School's complaints procedure covers the Accessibility Plan.

**January 2019**

**(This plan will be reviewed in January 2022)**