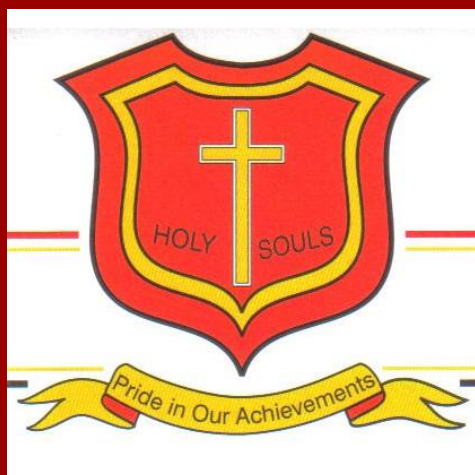


HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Vision Statement

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Accessibility Plan

Three year
period covered
by plan:
2024-2027

Date Agreed by Governors: 12th December 2025

Last updated: October 2025

Governor Review Date: Autumn 2026

Contents

Statement of intent

1. Planning duty 1: Curriculum
2. Planning duty 2: Physical environment
3. Planning duty 3: Information

Statement of intent

This plan outlines the proposals of the governing board of Holy Souls RC Primary to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, and facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The head teacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

D Ellison

Headteacher

Date: _____

M Wells

Chair of Governors

Date: _____

Next review date: **Autumn 2026**

	Issue	What	Who	When	Outcome criteria	Review
	Staff members may not have all the skills necessary to support pupils with SEND and the wide and emerging range of needs.	Regular training provided to staff members: teachers and TAs Training for teachers on supporting SEND needs in curriculum.	SENDSCO/Headteacher	Annually	Staff members have the skills to support children with SEND	Autumn 2025 <u>Every Autumn thereafter.</u> Staff skills audited for SEND pupils annually Appropriate training arranged. 1:1

	School trips may not take into account emerging needs of pupils with SEND	Needs of pupils e.g. with SEND incorporated into planning process – e.g Y6 residential, School trips. To incorporate this into school trip risk assessments.	Teachers/ Headteacher	Ongoing	Planning of school trips takes into account pupils with SEND	Annually Risk assessments completed for each trip for SEND pupils.
	Pupils with SEND may not be able to access different lessons	Taking each child and their needs individually, continually assess and review those needs and make adjustments to pupils with SEND e.g. use of PECS, alternatives to writing e.g. using ICT, visual timetables.	SEND/CO/Headteacher /teachers	Ongoing	Pupils with SEND can access all lessons	Ongoing Every Autumn Staff informed of children's needs at transition meetings. Regular review meetings

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
	Management may not fully know if the school's physical environment is accessible	Audit of physical environment	Building surveyors/ Resources health and safety inspection group	On-going	School is aware of accessibility barriers to its physical environment – a plan is in place	Annually The route for anyone who cannot access the stairs is to use the Y3 ramp to access lower parts of the building
	Some SEND pupils need access to changing facilities for personal care.	Review of provision for pupils needing changing facilities.	SENDCO/Head teacher/ premises committee.	On-going	Plans are in place to meet the needs of pupils with personal care needs. All staff aware of the procedure.	Annually Facilities in the staff toilets for older

						children. Younger children changed in toilet areas
	Issues arising due to building renovations resulting in the lift being removed	Ensure that all staff know the route to be taken if a person cannot access the stairs – around from the Year 3 ramp and into the EYFS door	Headteacher		New build is accessible to pupils/visitors with additional needs.	Annually . Thought needs to be given to changing facilities for nursery children.

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
	Information in school may not always be accessible to pupils	Ensure information is delivered in an accessible way for all pupils taking into account their individual needs e.g. Coloured screens / worksheets for pupils with dyslexia, visuals for pupils with learning difficulties, reading texts at appropriate levels	Teachers/SEN DCO	Annually	Pupils can access all information.	Annually Transition meetings for staff each year to inform of children's needs.
	Information given verbally /on the website may not be accessible to parents whose first language isn't English	Ensure staff aware of parents who may find it difficult to access information e.g. parents meetings, SEN meetings, letters Provide translators for meetings	SEND/CO/Teachers /Head teacher /office staff	On-going	All parents can access the information.	Annually Staff are available in school who can translate for some parents.