

Holy Family Catholic Primary School



The Rosary Trust

Accessibility Policy and Action Plan 2026-2029

Approved by:

Governing Body

Date: *March 2026*

Last reviewed on:

March 2026

Next review by:

September 2025

School Mission Statement

*In our Catholic School, with God at the centre of our lives,
we offer every child a high standard of education, meeting individual needs,
in a caring and loving community,
which celebrates our faith.*

.....Living, Loving, Learning Together, with Jesus.....

At Holy Family we are committed to developing the spiritual, academic, physical and social potential of each child. We are committed to challenging negative attitudes about disability and accessibility, and developing a culture of awareness, tolerance and inclusion in line with our Christian values.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

The SEN and Disability Act 2001 extended the Disability Discrimination Act to cover education.

From September 2002, the Governing Body has 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, including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Board of Holy Family Catholic Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing access for disabled pupils to the school curriculum (this includes 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 schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe).

The Governing Board also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.

- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan will be reviewed in consultation with the Staff, Governors, School Council, Parents of students and External agencies.

Contextual Information

Holy Family School is a single storey building. It is fully accessible to everyone. There is a toilet facility for those with a disability.

Action Plan

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote and maintain excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Holy Family School plans to continue to provide an excellent standard of accessibility to all. The plan will be monitored by the Leadership Team and Governors. It will be the responsibility of all staff. It is also supported by the following policies: Equality, Equal Opportunity, SEND, Inclusion, EAL, Teaching and Learning.

Priority	Lead	Action	Resources	Time	Success Criteria
Planning Duty 1 Increasing access for disabled pupils to the school curriculum					
Continue to ensure that pupils with a disability can access the curriculum (including trips, visits and clubs)	All staff	When planning themes and trips staff to ensure that accessibility to the learning has been considered and any adjustments made.	As appropriate	Ongoing	All children can fully access all areas of the curriculum and school life.
Provide training for all staff on adaptive teaching and accessibility of the curriculum	Inclusion Manager Inclusion Partner	Inclusion manager to work closely with staff to ensure that all lessons are accessible to all pupils. Ensure that staff know how to use necessary	As appropriate	Ongoing	All staff know how to ensure full access for pupils to the curriculum, and can use specialist equipment as necessary.

		specialist equipment.			
Ensure that specialist equipment is in good repair and fit for purpose	Inclusion Manager in liaison with staff and external agencies as appropriate	Liaise with external agencies and parents as necessary.	Purchase necessary equipment that isn't provided via specialist services.	On-going and as necessary	Specialist equipment is all in place to support accessibility as necessary.
Classrooms are optimally organised to promote the participation and independence of all pupils	Inclusion Manager / HT	Continue to review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	As required		Increase in access to the National Curriculum
Planning Duty 2 Improving access to the physical environment of school					
Ensure that all staff are aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	HT Inclusion Manager	Liaise as necessary and make adaptations as appropriate, eg: liaising with specialist teachers/agencies.	None	On-going	Holy Family is aware of disability needs and takes appropriate action for access.
We will continue to carry out an annual access audit to ensure the physical environment is always suitable, including fire escape.	Site Manager in liaison with HT and Lead Governors.	Conduct audit and carry out any actions	Costs as necessary	Annually	Physical environment is always accessible, and fire escape routes are suitable.
Maintain safe access around exterior of the building	Site Manager	Ensure pathways are kept clear. Ensure outdoor learning areas are suitable for disabled access	None	On-going	Exterior of building is safe and accessible
Ensure that all pupils can be evacuated safely	Inclusion Manager	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure	Non	Ongoing	All staff, pupils and visitors have a safe exit.

		all staff are aware of their responsibilities.			
Planning Duty 3					
Improving the delivery of information to disabled pupils (and parents)					
Availability of written material in alternative formats	Inclusion Manager, HT and Office Manager	The school will make itself aware of the services for the conversion of written information into alternative formats.	None	On-going	Delivery of information to disabled pupils & parents improved
Annual Review information to be as accessible as possible	Inclusion Manager in liaison with teaching staff	Continue to use child-friendly formats. Support parents as necessary, eg: large print, signers.	None	On-going	All paperwork is accessible and understood.
Links with other policies					
SEND and Inclusion, Behaviour, Equalities Policy, Intimate Care Policy, Child Protection Policy, Equal Opportunities, Health & Safety, Positive Handling.					