



Holy Cross Catholic Voluntary Academy

*We live, grow, learn and pray together in faith, showing
God's love in all we do and say.*



Part of the St Thomas Aquinas Catholic Academy Trust

Accessibility Plan

Last Review:	January 2026	Next Review:	January 2027
Ratified by Governors:	19 th January 2026		
Chair of Governors:	Hilari Chetwood		
Head Teacher	Karen McVea		

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This legislation was incorporated into the Equality Act 2010. Since September 2002, therefore the 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 Governing Body of our 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 accessibility plan of the School is resourced, implemented, reviewed and revised as necessary, and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Discrimination

'A responsible Body' discriminates against a disabled person if;

- For reasons which relate to his / her disability, it treats them less favourably than it treats or would treat others to whom the reason does not or would not apply, and
- It cannot show that the treatment in question is justified.

In line with the Disability and Discrimination Act (2001) School Practice, provision is guided by the Disability and Discrimination Code of Practice for Schools.

Our aim is to work together to tackle disability discrimination and promote equality for all

Visions and Values

Holy Cross Catholic Primary School aims to uphold a positive, non-discriminatory approach to disability as part of its commitment to equal opportunities in primary education and will focus on removing barriers in every area of the life of the school to ensure that disabled pupil, employees and other service users are treated equally.

Admissions

Admissions to Holy Cross Catholic Primary School are determined by the Governing Body and are in line with the admissions procedures agreed between the Local Authority, Leicester City Council and the Diocese of Nottingham. We will not discriminate against any child or adult with a disability and will take all reasonable steps to provide effective educational provision and appropriate modification to the building where necessary.

Pupil Data

We consult with local nurseries to gain advance information of pupils with an Educational and Health Care Plan who may also be disabled and through parents who register direct at the school.

Further information regarding the presence of disabled pupils in the school and the pattern of their participation in the life of the school can be found in their individual SEND folders. The number of disabled pupils is kept under review.

Exclusions

LA exclusion procedures are followed to ensure that no disabled child is discriminated against by exclusion whether fixed term or permanent.

Curriculum and Life of the School

At Holy Cross Catholic Primary School we ensure that disabled pupils, employees and other service users are not placed at a substantial disadvantage in comparison to pupils, employees, and other service users who are not disabled in accessing the curriculum, daily routines, extra-curricular activities and school facilities.

The School recognises its duty to take reasonable steps or adjustments for all disabled pupils, and the School will therefore anticipate needs. The School recognises its duty to consider the broad range of needs and requirements of all pupils, employees and other service users current and future, and accordingly to plan and make changes to policies, procedures and practices, to ensure that disabled pupils will not be placed at a disadvantage.

In making reasonable adjustments and in drawing up accessibility plans to improve access over time, the School will take into account the LA's accessibility strategies, the School's own resources, the health and safety of all pupils, the practicalities of making adjustments and the need to maintain standards for all pupils.

The School took steps to promote disability equality for pupils, employees and service users by developing and implementing an effective disability equality scheme.

We will continue carry out our functions with due regard for the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination and disability related harassment

- Promote positive attitude towards disabled people and encourage their participation in public life
- Take steps to take into account people's disabilities, even where that involved more favourable treatment.

We endeavour to make the curriculum more accessible by following the good practice detailed in:

- The Admissions Policy
- Equal Opportunities (Pupils) Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Race Equality Policy
- School Development Plan

Accessibility Plan

Holy Cross Catholic Primary School uses the 'Identify barriers to Access' checklist (appendix 1) to audit provision and accessibility. The audit will inform the School Accessibility Plan. See appendix 2.

Complaints Procedure

If there are any complaints relating to provision for disabled children, these will be dealt with in the first instance by the Head teacher. The Chair of Governors and/or Trust may be involved at this stage or subsequently, if necessary. In the case of a complaint at these levels, parents may contact the Special Educational Needs and Disability Tribunal. (SENDIST)

Monitoring

The governors will monitor this policy on an annual basis to ensure no pupils are placed at a substantial disadvantage or treated less favourably. They will monitor and evaluate the policy at this annual review.

Review

As a working document this document will be subject to continuous review.

Identifying Barriers To Access: A Checklist

This list should help to identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.

SECTION 1: How does our school deliver the curriculum?

QUESTION	YES	NO
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils when appropriate and specific to the disability?	✓	
Are our classrooms optimally organized for disabled pupils when appropriate and specific to the disability?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading when appropriate and specific to the disability?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical activity?	✓	
Do we provide access to computer technology appropriate for students with disabilities when and where appropriate and specific to the disability?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

SECTION 2: Is our school designed to meet the needs of all pupils?

QUESTION	YES	NO
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? <i>(The access to the upper storey of the teaching block is by stairs)</i>		✓
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? <i>(Stairs between hall area /KS1 and KS2 block)</i>		✓
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? <i>(see short term actions)</i>	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with special educational needs and disabilities; including alarms with both visual and auditory components?		✓
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately, when and where the need arises?	✓	

SECTION 3: How does our school deliver materials in other formats?

QUESTION	YES	NO
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? (no need for audio or braille at present)	✓	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do we have the facilities such as ICT to produce written information in different formats?	✓	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities, when and where the need arises?	✓	

DDA Initial Assessment Framework

1. Name of School: Holy Cross Catholic Primary School
2. What additional facilities are available in school, for disabled individuals, under the following headings:

General Physical Access

	None	Part	Throughout
Lift	✓		
Stair lift	✓		
Ramps		✓	
Handrails		✓	
Wide doorways		✓	
Automatic doors	✓		
Accessible toilets		✓	
Changing bench for toileting		✓	
Hoists – moveable	✓		
Hoists - fixed	✓		

Others – please specify

Non slip floor	Foundation and KS1
	Ladies toilets
	Class 5
	New toilets
	Corridor

SECTION 3 – Main School Entrance and Reception

		Yes or N/A	Partial	No	Your Comments
3.1	<p>Is there level access at the main school entrance? (NB: A small threshold step no greater than 12mm can be considered level)</p> <p>('Yes' = level; 'Partial' = 1 step; 'No' = several steps at the entrance and no alternative ramp)</p>	Yes - Level			Main entrance has level access
3.2	<p>If there is a ramp, is it suitable for wheelchair users? (NB: Max gradient 1:12, level landing at top of ramp, handrails.) – From road to main door very slight ramp, flat entrance from car park</p> <p>('Yes' = adequate; 'Partial' = minor changes required; 'No' = substantial adaptations required)</p>	Yes adequate			Access from the street up to the main entrance is via a very slight slope, access from the car park area is level
3.3	<p>If there are steps, are they suitable for people with walking difficulties? (NB: Handrails to both sides or central, contrasting step edges, even rise to each step)</p> <p>('Yes' = adequate; 'Partial' = minor changes required; 'No' = substantial adaptations required)</p>	N/A			Not applicable

		Yes or N/A	Partial	No	Your Comments
4.1	Do routes between buildings provide independent access for wheelchair users? (If 'Partial' or 'No', please comment on areas for improvement)		✓		There is wheelchair access between the main reception area, hall dining halls and foundation stage and KS1
4.2	What proportion of building entrances has level access for wheelchair users? (‘Yes’ = >75%; ‘Partial’ = 25 – 75%; ‘No’ = < 25%. Please comment on areas for improvement)		✓		Main front entrance, but parental learning door also to have portable ramp to appropriate specification.
4.3	Is there level access to all unique outdoor areas? (e.g. sports areas, tennis courts, playgrounds, seating areas etc.) (‘Yes’ = all; ‘Partial’ = some; ‘No’ = none)		✓		There is level access to Foundation and KS1 playgrounds, KS2 playgrounds have to be accessed via ramp. As yet there is no suitable access to sports field

SECTION 6 – Emergency Evacuation Plan

		Yes or N/A	Partial	No	Your Comments
6.1	<p>What proportion of your building(s) is easy to evacuate by people in wheelchairs?</p> <p>('Yes' = >75%; 'Partial' = 25 – 75%; 'No' = < 25%. Please comment on areas for improvement)</p>		✓		<p>Only main front entrance offers easy independent evacuation from reception, the hall and dining halls. With assistance, however, it would be possible to evacuate from Foundation and KS1</p> <p>With support ground floor level 50%</p>
6.2	<p>Does your Emergency Evacuation Plan include a strategy for evacuating disabled pupils, staff, visitors and community users?</p> <p>(Please note areas for improvement)</p>	✓			Adapted from LA model policy
6.3	<p>If you have upper floors, are there means to ensure the evacuation of people with mobility impairments?</p> <p>('Yes' = adequate; 'Partial' = minor changes; 'No' = substantial adaptations – please give comments)</p>			✓	<p>KS2 ground floor is not at present accessible and Upper floor is totally inaccessible to wheelchair users. Pupils with statutory assessment have provision for one to one working, and therefore would be assisted out of both KS2 ground floor rooms.</p>

SECTION 8 – Physical Access to Curriculum Areas and Unique Facilities (where applicable)

Curriculum Area		Total number of teaching areas	Number which are accessible
8.1	Art (taught in classroom)	N/A	N/A
	Design & Technology (taught in classroom)	N/A	N/A
	Humanities (taught in classroom)	N/A	N/A
	Science	N/A	N/A
	Sport School Hall	1	1
	Performing Arts School Hall	1	1
	Mathematics	N/A	N/A
	English	N/A	N/A
	Languages	N/A	N/A
	Library	1	1
	Family Room	1	1
	Nursery and Reception	2	2 (via main entrance)
	KS1	4	4 (via main entrance)
	KS2	5	Not accessible

If necessary KS2 classes would be moved between ground and top floor to enable access (see second bullet point on p12).

ENHANCED VISUAL ENVIRONMENT

How many classrooms have the following?

Areas lit to (.....) lux standard	(Front entrance to school, Main Office)
Blinds to windows subject to direct sunlight	13
Corridors and steps areas	All
Specialist toys / equipment	
Access to V.I. Service	We don't currently have any children who need access to VI resources. We do adopt strategies that would benefit all.
Highlighted edges/steps/doorframes	0
Glare reduced surfaces	0
Tactile trail	0
Multisensory room	0
Colour printers	2
Facility to produce Braille materials	0
Scanner	2
Calm down areas	One in each classroom, others in locations around the school.
Sound on computers/interactive whiteboards	All
Visual timetables	All
Visual picture labels for classroom equipment	All

HOLY CROSS CATHOLIC PRIMARY SCHOOL

ACCESSIBILITY PLAN

The Plan is for:

- Disabled pupils who are in the school now: improving access for them is a matter of planned improvements in addition to reasonable adjustments;
- Disabled pupils who are in the school system, but at an earlier Key Stage: good advance information about disabled pupils coming to the school will be important to making reasonable adjustments and to making planned improvements over time;
- Disabled pupils who are not yet in the school system, but about whom the local authority and other agencies may have information.

Over time, the focus should shift significantly from planned improvements for individual pupils to embedding accessibility considerations into everything the school does: in school improvement, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.