



Holy Rood Catholic Primary School, Swindon



Accessibility Plan 2026 - 2029



School Vision:

Belong

At Holy Rood Catholic Primary School we aim to provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others.

A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavor to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

Learn

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

Achieve

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will have had the opportunity to go on to become ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world.

Children's Mission Statement:



Introduction

The Equality Act 2010 has replaced all existing legislation on equality within the education sector. The effect of the law is still the same as previously set out, ensuring that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

It is the school and Governing Body's duty to maintain this accessibility plan along with the actions as set out below as part of the Department for Education's guidance on statutory policies. The policy must be approved by governors and reviewed every three years.

Aims:

The Governing Body has three key duties outlined in this plan:

1. To improve and maintain access to the school environment and its associated services for those with vulnerabilities; including but not limited to: SEND, EAL, socioeconomic disadvantage, young carers and those who are care experienced.
2. To improve the delivery of written information to pupils/families with a vulnerability.
3. To increase access and participation to the curriculum for those that have a vulnerability.

Definition of Disability:

Disability is defined by the Equality Act, 2010:

- 'He or she has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

Definition of SEND:

SEND is defined by the SEND Code of Practice, 2015:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability means that the child has significantly greater difficulty in learning than others of the same age, or a disability which prevents or hinders them from accessing educational facilities normally available in mainstream schools

Definition of socioeconomic disadvantage:

The Education Endowment Foundation (EEF) defines socioeconomic disadvantage as children and young people facing significant educational challenges due to low-income backgrounds.

EAL:

As a school we recognise that any children and/or family that are exposed to multiple languages at home and in the environment may well face additional challenges to accessing learning.

Young Carer:

The NHS defines a Young Carer is any none under the age of 18 that regularly provides unpaid care or support to a relative or friend with a disability, illness, mental health condition or addiction.

Care experienced:

Care experienced is a term describing anyone who has spent time in local authority care at any stage of their life for any duration.

Holy Rood Catholic Primary School's approach to equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community as listed above as well as sex, religion, race, colour, gender identity or sexual orientation. With this in

mind the school has put in place policies and procedures so that vulnerable people are not treated less favourably in the service, education or support they receive than people without a vulnerability. Meeting these requirements is consistent with the school's SEND policy, Pupil Premium Policy as well as the Equality Policy.

Vision and values:

At Holy Rood Catholic Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by:

- taking account of pupils' varied life experiences and needs.
- Offering a broad and balanced curriculum.
- Having high expectations.
- Promoting the individuality of our children.
- Removing the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Good Practice:

At Holy Rood Catholic School, we aim to welcome everybody into our school and in order to do this we bring together information as early as we can from other settings, outside agencies and families in order to make transition as smooth as possible. This is completed in line with our SEND, Admissions and GDPR Policies. Taking this information into account, staff are then able to plan for and make provision for any additional needs, whether this is:

- additional support.
- specialist resources.
- opportunity for specialist support from outside agencies.
- reasonable adjustments when planning for the teaching and learning environment.

Physical Environment:

At Holy Rood the two sites are largely accessible for physically disabled pupils. There are some challenges to the physical environment at both sites as there is a second floor. However, this can be rectified by moving classrooms to allow more suitable access to those who are physically disabled. There are wide opening doors, flat door thresholds and slopes in most areas of the school. Disabled toilets are available on both sites as well with hand rails and emergency pull cords.

Curriculum:

- **Content** – At Holy Rood we have a language rich curriculum designed to develop language acquisition and build on children's prior learning and whatever their starting point. Curriculum content is designed to allow children to see themselves represented whatever their race cultural background. For further details on curriculum policies, please see individual subject policies available.
- **Teaching and Learning Strategies** – A wide variety of strategies are used to support all vulnerabilities across all aspects of the curriculum such as; partner work, working walls, explicit teaching of vocabulary, manipulatives, visuals, sentence stems, word banks and more. Staff training in inclusive teaching strategies is a priority within our school develop plan.
- **Enrichment** – To support all children, irrespective of vulnerabilities, there is an extensive program of enrichment to complement the curriculum taught in school, this includes our school wide 'Holy Rood 42' program, in addition to a range of trips, clubs, visitors and experiences.
- **Affordability** – Curriculum planning is guided by Swindon schools affordable school strategy and views of parents are sought regularly in order to ensure that costs associated with school life remain minimal.

Access to this plan:

This plan will be published on the school's website.

This plan will be made available upon request to

- any current parent or prospective parent who requests it.
- any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

This plan will be made available to inspectors from Ofsted and Catholic School Inspectorate upon request.

Strategic plans to support the school in developing provision for those with vulnerabilities can be found across key documents that are driven by the school development plan:

- SEND Action Plan
- Pupil Premium Strategy
- Inclusion Strategy

Supporting Policies:

SEND Policy and related documents

Equality Policy

Teaching and Learning Policy

Safeguarding Policy

Health and Safety Plan

School Development Plan

School Prospectus

Staff Handbook

Pupil Premium Policy

Risk Assessments and Personal Emergency Plans

Supporting Children at School with Medical Conditions

Pupil Premium Strategy

Inclusion Plan



Aim and Actions	Responsibility	Current good practice	Success criteria	Evidence and Reviews
<p>Increase access to the curriculum for pupils with a disability.</p> <ul style="list-style-type: none"> - Ongoing Staff training - Quality First Teaching - Working together with appropriate outside agencies. - Pupil Progress meetings for all cohorts and year groups as well as SEND TAs and Pastoral Lead. - SEND training and development for all staff - SENDCo CPD - Provide support for individuals to have access to outside school activities - ATCL observations across both KS1 and KS2, including meeting with SENDCo and SLT. Implementation of advice shared (details TBC). 	<p>SLT Staff SENDCo PP Lead Pastoral Lead</p>	<p>Curriculum that offers access for all, including but not limited to:</p> <ul style="list-style-type: none"> - Language based learning - Key vocabulary in focus daily - Visual tools and manipulatives - Small step processes for key concepts within core subject areas - Talk for Writing approach - Can Do Maths approach - Recap and review concepts/vocab regularly <p>Resources tailored to the needs of individuals, for example:</p> <ul style="list-style-type: none"> - Stem sentences - Vocabulary sheets - Hugging closely texts - Modelled texts <p>Curriculum progress is tracked for all pupils.</p>	<p>Increased knowledge and confidence of all staff therefore increasing the effectiveness of teaching and learning for all.</p> <p>Raised pupil outcomes.</p> <p>All pupils have access to a rich and varied curriculum.</p> <p>All pupils have the opportunity to excel and make progress.</p> <p>Staff are supported in order to make best provision for all pupils.</p> <p>Advice, information and knowledge from outside agencies is disseminated effectively throughout whole staff, where appropriate, to support all pupils.</p> <p>Reasonable adjustments and tweaks to practice are in line with the SEND policy to provide the best possible curriculum for all pupils.</p> <p>Pupils receive support, including financial, in order to access the whole curriculum.</p>	



		<p>Effective target setting is in place Curriculum is individualised where appropriate. Interventions that deliver catch-up, review/repeat, pre teach approaches to support variety of need in class. Use of 'Widget' tool to support develop visual resources. Total Communication Approach used where appropriate, as well as variety of communication strategies utilised in classrooms. Support for PP/vulnerable children in place (See PP Strategy for further details).</p>		
<p>Improve and maintain access to the physical environment.</p> <ul style="list-style-type: none"> - Be aware of access needs of pupils, parents and staff - Consider access arrangements during recruitment - Personal Emergency Plans (PEP) are in place where appropriate 	<p>SLT Staff SENDCo Health and Safety Team</p>	<ul style="list-style-type: none"> - Accessible environment is maintained ensuring ramps, disabled toilets and accessible classroom resources are available at all times. - Year group staff and SENDCo aware of individual needs required during 	<p>PEPs are in place. Pupils have full access to the curriculum. All staff and pupils are confident in the event of an emergency. Facilities are available for all pupils. Fire exits and routes are clear at all times. All pupils have access to the necessary and appropriate equipment at all times.</p>	



<ul style="list-style-type: none"> - Risk Assessments completed for individuals - Ensure fire exits are kept clear, pathways and corridors remain safe - Means of escape for disabled pupils and staff are reviewed and planned for - Liaise with outside agencies to support individual pupils 		<p>emergency procedures.</p> <ul style="list-style-type: none"> - SENDCo and staff liaise with outside agencies for support where appropriate. 		
<p>To ensure children and their families with disabilities have access to adapted or specialist equipment where appropriate and necessary.</p> <ul style="list-style-type: none"> - Clear information displayed around the school environment - Coloured papers, overlays used where appropriate - Clearly displayed on screen information, taking into account font, colour, contrast etc - Admin support for those parents that request 	<p>Staff SENDCo Admin</p>	<ul style="list-style-type: none"> - Displays are clear, signs are readily available around the school - Both visual and written representations are used across the school - Screen usage is adapted - Reading resources are available to individuals - Sign language used to support early language development 	<p>Parents have access to information in a format that is appropriate. Pupils have access to learning materials. Staff follow advice from outside agencies. Pupils have access to support and provision as detailed in their IEPs and EHCPs where appropriate.</p>	



<ul style="list-style-type: none">- Translation services available when appropriate to support parents in key meetings- Seek support from outside agencies- School website has translation services- SENDCo developing key information (SEND related) in simple format and key languages for ease of access to parents with SEND.		<ul style="list-style-type: none">- Visuals embedded throughout the curriculum- WIDGET tools used to support visual strategies		
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