



ST CROSS CATHOLIC PRIMARY SCHOOL

'Together we grow in God's Love'



St Francis of Assisi
CATHOLIC ACADEMY TRUST

Accessibility Plan

St Cross Catholic Primary School aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill.

Next Review Date:

Spring 2027

Review Committee:

Local Governing Body

Accessibility Plan

St Francis of Assisi Catholic Academy Trust

St Cross Catholic Primary School

St Cross Catholic Primary School is a 1-form entry Catholic Primary School in Hoddesdon, Hertfordshire. They strive to provide the best possible education in a caring, Christian environment.

The school has high expectations for all learners, developing skills for life, encouraging good self-esteem and a positive healthy mind-set.

They provide a rich and diverse, broad and balanced curriculum. This gives their pupils the opportunity to explore their creative talents, sporting potential and appreciation of music, providing them with a deep understanding of the world in which they live. The school is very proud to have an outstanding Forest School provision, which is utilised by every child during the academic year.

The school works closely with parents, governors, the parish and community to build a bright future for our children. They give their pupils a voice and build their self-esteem, helping them to become confident and emotionally resilient individuals.

At St Cross Catholic Primary School, they are committed to providing an education and ethos that positively promotes equality of opportunity and achievement for all their children.

The governors and school staff are committed to removing any barriers, which would impede learning, development, continuity and participation in their school.

They oppose all forms of unlawful or unfair discrimination, whether because of race, colour, ethnic or national origin, gender, sexual orientation, religion or beliefs, disability, age or any other condition or requirement which places a person at a disadvantage and cannot be justified.

As a school, they are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability. They aim to improve access at a local level, by committing the school to a programme of actions, evaluation and review which will improve access to the curriculum for students with special needs and disabilities.

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 excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability and inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others

SEND at St Cross Catholic Primary School

The school's objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard, making at least expected rates of progress
- To enable all children to participate in lessons fully and effectively (this includes children with and without additional needs)
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support high quality inclusive teaching and learning for all pupil Access to the Building St Cross Catholic Primary School manages and improves the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students. The needs of future cohorts and any staff appointed with disabilities will be assessed and provision made as they arise. Annual reviews of physical accessibility are undertaken.

The school has the following special facilities:

- wheelchair access
- disabled toilet
- disabled parking with ramp access
- easy access for taxis/other transport
- classrooms are: carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, high frequency lighting
- blinds and curtains in classrooms to reduce glare
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

Access to the Curriculum

The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2014) require all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved. Some of the ways in which St Cross Catholic Primary School provide a highly inclusive curriculum and learning environment are:

- Ensuring staff have opportunities for relevant continued professional development relating to SEND
- Teachers planning with differentiated and personalised learning opportunities that allow access and success but ensure challenge
- Providing visual timetables, task cards and various alternative ways of recording
- Responding to outside agency advice and providing specialised resources where required
- Responding to the views of children with SEND and their parents/carers through Parents' Evenings, and Pupil Passport documentation
- Focused teaching opportunities within a smaller group or one-to-one basis
- Nurture Group provision led by the SENCO to provide tailor made small group intervention and teaching of core subjects.

The school clearly makes every effort to be as inclusive as possible and offers all children access to their broad curriculum. The school is also aware that 'reasonable adjustments' must be made in some areas in order to ensure all children are included in all areas of the curriculum. The school also endeavours to work closely with parents through the stages of the child's school life, including parents in the school community.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning. Teachers understand that it is extremely important that they identify pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils.

Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENCo liaises closely with the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties. Class teachers discuss any concerns with the SENCo and Assessment Coordinator. If further action is deemed necessary, the parents are informed immediately.

Students with significant health needs have Healthcare Plans, drawn up by the school in conjunction with parents/carers and associated medical professionals.

The school makes appropriate provision and trains staff as required to accommodate students with particular needs.

All students will access the curriculum and setting in core subjects which will allow students to make rapid and sustained progress regardless of their starting point.

Class sizes will remain reasonable and additional interventions and support for numeracy and literacy will support students to access the curriculum.

The school is inclusive in line with its philosophy and legal requirements and there are no known barriers to any child accessing classrooms, activities or any part of the curriculum.

The school will review at least annually the disability profile of the cohort and adjust provision and plans as required. In addition to this annual review, the school will assess the needs of any new or prospective in-year transfer.

Access to information

The school strives to improve the delivery of written information to pupils, staff, parents and visitors with disabilities, including handouts, timetables, textbooks and information about the school and school events. The information is made available in various preferred formats within a reasonable time frame.

Website: Web accessibility, is the inclusive practice of ensuring there are no barriers that prevent interaction with, or access to, websites by people with all types of disabilities. When sites are correctly designed, developed and edited, more users have equal access to information and functionality. Within the context of 'reasonable' under the Equality Act, the school's website is acceptable.

The website contains all of the information available to parents and students that is required.

Signage: School signage, internal and external, should be large enough (large font) and at a height which can be read easily by any user of the building including those in wheelchairs. School signs make clear where access points and exits points are including disabled signs and disabled toilets.

Technology and furniture: Technology enables all students to access information readily regardless of their disability and is adjusted, where appropriate for students, known to the school already, who suffer hearing loss.

Where appropriate, disabled students are equipped with laptop, iPad, reading pen or other new technologies to assist them in accessing information and learning including practical subjects such as technology and PE.

Where appropriate and if required, specialist ergonomic furniture will be purchased to enable those with a disability to learn.

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