



## Accessibility Plan

Date	Review Date	Nominated Governor
Sep 2021	Every 3 years	Personal Development Behaviour and Welfare Portfolio Holder

### Rationale

*"For everyone who asks receives, and he who seeks finds, and to him who knocks it will be opened."*  
Matthew 7;8

We believe that the actions and attitudes of children and adults in a school community should be directed towards providing a safe, happy and caring environment.

### Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- To create an ethos that makes everyone in the school community feel valued and respected
- To promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, safe and secure.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To ensure compliance with all relevant legislation connected to this policy.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.



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We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school

## **Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## Contextual Information

Sacred Heart Primary School has been in its current location since 1914. There are three main buildings connected with a hall and outdoor walkway. The original building houses eight classrooms, cloakrooms, toilets and storage cupboards. A disabled toilet is available in this building along with 1 staff toilet. The main entrance to the School has level access as do the other corridor entrances and all the main entrances to the 3 buildings. KS1 classrooms are situated in a building the building to the west, this houses 7 classrooms including the Nursery and 3 work areas. This building also contains a disabled toilet and staff toilet. The building in the middle which connects these two buildings contains 2 hall areas, offices and kitchens. It also has a disabled toilet.

At present we have no wheelchair dependent pupils, parents or members of staff.

## Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.



## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

### **Increase access to the curriculum for pupils with a disability**

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, 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.

TARGET	STRATEGIES	TIMESCAL ES	RESPONSIBILIT Y	SUCCESS CRITERIA
To continue to provide staff training on SEND, supporting all pupils to make progress through differentiation	Staff meeting time is directed towards a variety of aspects for SEND provision including target setting, pupil profiles and ISP reviews	Ongoing	SENCO/ Inclusion Team	A high proportion of pupils meet age related expectations because teachers are able to meet the needs effectively, enabling them to access the curriculum
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required (National College)	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
All staff/ child/ parent/carer access needs are explored when joining school and at the beginning of each school year.	Office staff to highlight any possibly problems that may need to be addressed from new members of the community and discussing solutions with relevant parties	On going	SENCO, office staff, teachers	Parents feel confident and happy child's needs are being met.



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TARGET	STRATEGIES	TIMESCAL ES	RESPONSIBILIT Y	SUCCESS CRITERIA
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE coordinator	All to have access to PE and be able to excel

**Improving access to the physical environment of the school**

Sacred Heart Primary is continuing to develop and it is our intention to continually improve our facilities. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The School's Improvement planning process is the vehicle for considering such needs on an annual basis.

TARGET	STRATEGIES	TIMESCAL ES	RESPONSIBILIT Y	SUCCESS CRITERIA
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The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the Support Plan process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process Ensure staff aware of Environment Access Standard</p>	<p>As required</p> <p>Induction and ongoing if required</p> <p>Annually</p> <p>Recruitment process</p>	<p>SENCO</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>	<p>Support Plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all
Ensure all disabled pupils can be safely evacuated	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	<p>As required</p> <p>Each Sept</p>	<p>SENCO</p> <p>SENCO</p>	All disabled pupils and staff working alongside are safe in the event of a fire



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TARGET	STRATEGIES	TIMESCAL ES	RESPONSIBILIT Y	SUCCESS CRITERIA
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware	On-going and as required	ICT	Hardware and software available to meet the needs of children as appropriate

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. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The School's ICT infrastructure will enable us to access a range of materials supportive to need.

TARGET	STRATEGIES	TIMESCAL ES	RESPONSIBILIT Y	SUCCESS CRITERIA
Ensure any communications including the website, Instagram and Twitter allow for easy access to all parents and carers. Monitor website/social media usage regularly.	Ensure all communications are welcoming and representative of contemporary society. Ongoing		SLT Designated teaching staff Office staff	Parents/carers feel confident in the information they have about the school and will be fully informed of school events and have access to the calendar through a variety of resources.



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TARGET	STRATEGIES	TIMESCAL ES	RESPONSIBILIT Y	SUCCESS CRITERIA
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Nearly all documents produced can be translated, as required using Google Translate. Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included

### Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the headteacher.

### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



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