



Sacred Heart

Catholic Primary School

Accessibility Plan

2024 - 2027

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| This plan was reviewed: | Summer 2024 |
| This policy will be reviewed again: | Summer 2027 |
| Governor Committee Responsibility: | BAPD and FP&P Committees |
| Statutory policy | Yes |
| Source: | Governing Body |

Sacred Heart Primary School

Accessibility Plan

The Aim and Purpose of the School's Plan

Schools are required under the Equality Act 2010 to have an accessibility plan, and the purpose of this plan is to fulfil the Governing Body's three key duties towards disabled pupils, under Part 4 of the DDA and 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

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

Vision and values

The school recognises that many of its pupils, visitors and staff, whether disabled or otherwise, have individual needs when using the school and its facilities. However, we also recognise that for some pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education and the physical environment.

As part of our ongoing commitment to the delivery of an inclusive education at our school, the 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.

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

The school sets the following priorities for the development of the vision and values that inform the plan:

- Inform all staff, both teaching and non-teaching, that our policy for the provision of education at school addresses the inclusion of disabled pupils.
- Provide appropriate disability awareness training for staff, which will explain the school policy towards disabled pupils and the effective implementation and monitoring of it.
- Address acts of disability discrimination via existing procedures, where appropriate.
- Encourage visitors to the school to be aware of our policy for disabled pupils.
- Supports any available partnerships to develop that support the implementation of the plan
- As appropriate, includes a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

Legislation and guidance

Links with other policies

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

- The school's Risk assessments
- 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

The Main Priorities in the School's Accessibility and Disability Plan

The three priorities outlined below have been selected in accordance with the provisions in the Equality Act 2010 and Part 4 of the Disability Act 1995.

- 1. Ensure the curriculum is fully accessible to all pupils, irrespective of individual additional need**
- 2. Ensure the physical environment of the school is developed to ensure that all pupils, irrespective of individual additional need, can take full advantage of the education and associated services offered**
- 3. Ensure that any information provided in writing for pupils is accessible to all pupils, irrespective of individual additional need**

Monitoring arrangements

This document will be revised every 3 years, however, the school will review its Accessibility Audit tool for Educational Settings from which it is derived every spring term and should there be any changes, the plan will be updated in the summer term to reflect these. It will then be approved by Behaviour, Attitudes and Personal Development Committee, as well as the Finance, Pay and Personnel Committee.

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Annual review of accessibility plan, summer term, by a committee of governors.
- Management: Feed into annual School Development Plan. Inform Governors.
- Coordination: Co-ordinate with Inclusion Manager to identify pupils with disabilities.
- Within policy review cycle, make explicit reference to Accessibility Plan in policies as relevant and appropriate.
- Liaise with outside agencies where necessary.
- Responsible governors to attend LBRUT and other suitable training courses.
- Appendix A – outlines the School's Accessibility and Disability Audit and Plan

July 2024



SACRED HEART SCHOOL ACCESSIBILITY PLAN and AUDIT

Sacred Heart School's three-year accessibility plan is in place to ensure increased accessibility for pupils with disabilities. The plan aims to reflect the school's ethos of inclusion and its desire to be prepared to admit and provide access and opportunities for all pupils without discrimination of any kind.

This action plan sets out the priorities and good practice identified following the completion of an Accessibility Audit Tool for Educational Settings with input from senior staff, governors, parents and the support of the AFC Lead Adviser for SEND Provision. These priorities (outlined below) have been selected in accordance with the provisions in the Equality Act 2010 and Part 4 of the Disability Act 1995.

All staff at the school understand the reasons for the plan and are supportive of Sacred Heart being a fully inclusive school. All Staff at the school will work closely with colleagues from other agencies, including AFC's SEND department, the Educational Psychological Service, the Diocese Education department and learning support services to ensure this plan is followed and completed.

The accessibility plan should be read in conjunction with the SEND policy and the School Development Plan. The plan highlights additional responsibilities for senior staff and governors.

| | Current Good Practice | Objective | Actions | Lead Personnel | Completion | Progress to date (07/24) | Outcome |
|--|--|---|--|---|------------|--|--|
| Ensure the curriculum is fully accessible to all pupils, irrespective of individual additional need | <p>The school offers a differentiated curriculum for all pupils.</p> <p>Resources are tailored to the individual needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources reflect the wide range of needs of individuals</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils</p> | <p>To support all children in maximizing the use of learning time.</p> <p>Practical resources and real-life examples are used to enhance the curriculum and make it real.</p> | <p>Support staff receive regular training and share good practice.</p> <p>Class trackers and data analysis enable all pupils to be carefully tracked.</p> <p>Termly meetings with Inclusion Lead, Headteacher and Class teachers to ensure SEND progress is carefully monitored, appropriate targets set and provision adapted accordingly.</p> <p>Targets and individual provision shared with the parents.</p> <p>Support services involved to support individual needs in</p> | <p>Inclusion Lead</p> <p>Class Teacher, Inclusion Lead and Headteacher</p> <p>Class Teacher, Inclusion Lead and Headteacher</p> <p>Inclusion Lead</p> <p>Inclusion Lead</p> | On-going | <p>Links established with external agencies to support curriculum development:</p> <p>Specialist Teacher of the Deaf</p> <p>Specialist teacher for the Visually Impairment</p> <p>iPad sourced for EHCP child to support with font size and curriculum</p> | Pupils with disabilities make good or outstanding progress |

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| | | | <p>relation to curriculum access.</p> <p>Implementation of recommendations made by the external support service teams.</p> <p>Consideration of adaptations in PE in particular to meet the physical needs of the pupils and inclusive nature of the activities/skills.</p> | <p>Class Teacher, Inclusion Lead and Headteacher</p> | | <p>access Habilitation service</p> <p>Outreach EISS</p> <p>Occupational Therapy Service</p> <p>Speech and Language Service</p> <p>Physiotherapy</p> <p>CAMHS</p> <p>Mental Health Support Team</p> | |
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| | Current Good Practice | Objective | Actions | Lead Personnel | Completion | Progress to date (07/24) | Outcome |
|--|---|--|--|-------------------------------------|-------------------|---|--|
| <p>Ensure the physical environment of the school is developed to ensure that all pupils, irrespective of individual additional need, can take full advantage of the education and associated services offered</p> | <p>The environment is adapted to the needs of pupils, as required.</p> <p>This may include:</p> <ul style="list-style-type: none"> • Ramps • Handrails on external slopes • Disabled toilets and changing facilities • Signage • Travel corridors • Changes to direction of movement around the school • Radio Aids • Painted steps | <p>The facilities are maintained to ensure all adaptations are in good working order, are ready for use and effectively support the needs of the pupils, when needed, e.g.</p> <p>Disabled toilets and changing facilities</p> <p>Radio Aids</p> <p>Clear markings on steps</p> <p>Visual fire alarm</p> | <p>Monitoring physical access to and within the premises based on the needs of the pupils.</p> <p>Review with input of parents and external professionals</p> <p>Work with council to provide a disabled parking bay to support pupils in school.</p> <p>Keep alarm system under review to develop visual in addition to auditory alarm should the need arise.</p> <p>Ensure yellow markings on steps are clear for visually</p> | <p>Site Manager and Headteacher</p> | <p>On-going</p> | <p>To support easy access to the facilities</p> <p>Adaptions to disabled toilet and medical room to support with toileting of child with medical needs</p> <p>Contact made with council for disabled parking bay.</p> <p>T of the D regular visit to ensure all</p> | <p>School to be accessible, support and meet the needs of pupils</p> |

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| | | | impaired. Adaptation to the colour of the hand rails against tiles or background to make them clearly distinguishable. | | | listening equipment in full working order. | |
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| | Current Good Practice | Objective | Actions | Lead Personnel | Completion | Progress to date (07/24) | Outcome |
|---|---|--|---|------------------------------|------------|---|---|
| Ensure that any information provided in writing for pupils is accessible to all pupils, irrespective of individual additional need | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Visual timetables • Large print resources – if necessary • Pictorial or symbolic representations • Radio Aid | To ensure that our information, advice and guidance is accessible for pupils and parents with a need or disability | <p>Review and update signage on a rolling programme to ensure accessible signage is used throughout the setting's environment to ensure it supports the needs of the pupils.</p> <p>Signage replacement programme to ensure Braille is included on all signage and that signage is also accessible from a lower level -Braille</p> <p>Ensure a website notice board is developed to allow parents to leave suggestions.</p> <p>Ensure information is available in different formats for parents where needed.</p> | Site Manager and Headteacher | On-going | <p>To support pupils with structure around accessibility of information:</p> <p>Specialist Teacher of the Deaf</p> <p>Specialist teacher for the Visually Impairment</p> <p>Speech and Language Service</p> <p>iPad sourced for EHCP child to support with font size and curriculum access</p> <p>Habilitation service</p> <p>Outreach EISS</p> | Children can access information independently |