



Sacred Heart Primary School

Accessibility Plan

2018-2021

Agreed: June 2018

Review Date: September 2021

Introduction

At Sacred Heart Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness tolerance and inclusion.

As a school we recognise our duties under the Disability Discrimination Act 1995 and the SEN and Disability Act 2001 (SENDA):

- *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 make reasonable adjustments to the school buildings where necessary to meet the needs of disabled pupils*
- *To increase the extent to which disabled pupils can participate in the school curriculum*
- *To review and improve 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.*

Accessibility Plan

At Sacred Heart Primary School Primary there is a rolling programme, over time, to review and increase the accessibility for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:-

- ☐ Review and where appropriate improve access to the physical environment of the school, including specialist facilities if considered necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- ☐ Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary, to ensure that pupils with a disability are, equally prepared for life as are able bodied pupils. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

□ Improve the delivery of information to pupils, staff, parents/carers and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events both printed and web based. The information should be made available in various preferred formats within a reasonable time frame.

Below is an action plan relating to key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on the matter. This plan should be read in conjunction with the Special Education Needs Policy, Sacred Heart Primary School SEND Local Offer, Anti Bullying Policy, Behaviour Policy and PSED statement

This policy will be reviewed every three years in the spring term by the Policy Committee of the and the plan annually by the SEND Link Governors group in the Spring term.

Adaptations included within current school building;

- Disabled toilet
- Access to classrooms and hall areas
- Electronic white boards in teaching rooms – supporting those with visual impairments
- Medical facilities to support those with ongoing medical issues, as well as employment of member of support staff with a medical background to co-ordinate medical care and first aid support.

Accessibility Plan 2018-2021

Target	Action	Time scale	Lead	Resources	Outcomes	Monitoring & Evaluation
To continue monitoring access to extra-curricular activities for children with disability	Identify any accessibility issues and work to resolve them	Ongoing	BB CT		Reporting on access takes places Recommendations of reporting acted upon Improvements to accessibly made	SENCO SLT Governors
To improve accessibility to disabled parking bay	Increased presence at beginning and end of school day to ensure parents / local residents are not parked illegally, blocking access to disabled or parked within bay itself.	Ongoing	BB GL		Cars are not parked illegally in and around school preventing access to disabled parking bay.	Facilities Management Meeting Governors
To continue to improve staff awareness about working with children with hearing impairments.	Specific staff training from Sentas around phonic ears/ position in class for those working with children with hearing impairments	When necessary	CT Sentas	Staff training sessions	Staff better understand how to support children and maintain equipment	SENCO
To increase access to the curriculum	Ensure children with disability have full access to the curriculum, including sports , wider curriculum provision including residential	Ongoing	BB	Ramp for minibus if and when required	All children participate fully in school life	SENCO
To improve teaching and learning provision for those with specific disabilities	Further staff training to support children with disabilities	Ongoing	CT	Staff training sessions Liaise with other agencies/specialist Arcs	Improved modification in curriculum provision and differentiation	SENCO SLT
To address priority issues identified by disabled employees	Consultation with all staff regarding awareness of disability	Summer 2015	BB	Staff have a broader understanding of DDA and its implications	SENCO SLT	SENCO SLT
To address priority issues identified by disabled parents / carers	Consultation with parent community Improve transition arrangement for SEN / disabled parents	Summer 2015	BB	Release time	SEN / Disabled parents and parents of children with SEN / Disability meet new teachers in advance	SENCO SLT
To evaluate parental views on accessibility and current provision	Consultation with parent community	Summer 2015	BB CT	Release time	Parent body included within evaluation of current provision / facilities	DS and LPPA group
To continue to promote participation of disabled users in school community events	Ensure that the disability facilities available are shared with the school community	Sept 2015	BB AA	Release time	Wider community included within evaluation of current provision / facilities	DS and LPPA group