



Sacred Heart Primary School

Accessibility Plan

2022-2025

Agreed: January 2022

Review Date: January 2025

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, the SEN and Disability Act 2001 (SENDA) and the Equality Act (2010).

- *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 and Behaviour Policy.

This policy will be reviewed every three years in the spring term by the Local Governing Body, and the plan annually by the SEND Link Governor 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.

Target	Action	Time scale	Lead	Resources	Outcomes	Monitoring & Evaluation
To ensure that external spaces are as accessible as possible	Regular maintenance and safety checks of all outdoor equipment, including bike fleet and track. Prompt repair of any faults identified	Ongoing	BB/KMcK, GL/JB		All outdoor areas and equipment can be used.	SLT and Facilities Management
To continue monitoring access to extra-curricular activities for children with disability	Identify any accessibility issues and work to resolve them	Ongoing	BB KMcK		Reporting on access takes places Recommendation s of reporting acted upon Improvements to accessibly made	SENDCO SLT Governors
To ensure accessibility to disabled parking bays	Increased presence at beginning and end of school day to ensure parents 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 autism and sensory difficulties	Ongoing, specialist staff training from the SEND Outreach service	When necessary		Staff training sessions	Staff better understand how to support children and sensory support equipment	SENDCO
To continually monitor how we can increase access to the curriculum	Ensure children with disabilities have full access to the curriculum, including sports and wider curriculum provision, including residential	Ongoing	BB	Ramp for minibus if and when required	All children participate fully in school life	SENDCO
To improve teaching and learning provision for those with specific disabilities and or medical conditions	Further staff training to support children with disabilities and medical conditions	Ongoing	KMcK	Ongoing staff training sessions for specific SEND, and also for asthma, epilepsy and diabetes, and any other medical conditions as required. Liaise with other agencies/specialists where appropriate	Modification of curriculum provision where required and differentiation	SENDCO SLT
To support pupils with mental health needs	<p>Staff training to support understanding of individual needs</p> <p>Staff training to offer bespoke interventions where appropriate and nurture group</p> <p>Staff meet with parents to ensure understanding of individual needs and to share progress</p> <p>Staff to meet with, and act upon advice health professionals as appropriate</p>	All staff to be trained in Thrive approach	KMcK	Thrive training Liaison with school health/CYPS where appropriate	Children and families with mental health needs will feel supported	SENDCO/SLT

<p>Ensure that all communication is clear for children and families with learning disabilities of impairments</p>	<p>Where required: Enlarge font size and use simplified language Ensure signage inside the school and on the wider school site is clear Assist families with reading and understanding communication where required</p>		<p>BB/KMcK</p>			
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