

SACRED HEART CATHOLIC PRIMARY SCHOOL

To Grow in Wisdom and in Grace



Accessibility Plan 2019- 2022

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1. 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.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents 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 to developing a culture of awareness, tolerance and inclusion.

2. Sacred Heart School will continue to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. Our Accessibility Plan will incorporate short, medium and long term planning. The plan will be updated annually in conjunction with our school development plan and will be scrutinised by our Governing Body.

4. The Accessibility Plan will contain relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

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

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.

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

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Next Review Date: July 2020

3. Action plan 2019- 2022

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

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Review Date | Success criteria |
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| <p>CURRICULUM</p> <p>Increase access to the curriculum for pupils with a disability</p> | <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum. These include the use of Makaton, visual timetables, coloured overlays</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p>SENCo analyses data to rack</p> | <p>Differentiation practices allow pupils greater independence and foster self-evaluation practices (Medium Term)</p> <p>Continue to distribute class inclusion lists and share class SEN files to all adults in classes so they are aware of educational and health needs</p> <p>Ongoing SLT to</p> | <p>Staff inset time to review an agreed understanding and approach to differentiation</p> <p>Monitoring of differentiation in lesson and evidence in books</p> <p>SEND and medical lists are up to date</p> | <p>SLT Class Teachers</p> <p>SENCo/Admin Team</p> | <p>July 2019</p> <p>Sept 2020</p> | <p>Clear evidence of differentiation used to ensure inclusion and challenge for all</p> <p>Targets set on provision maps or IEP's are achieved.</p> |

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| <p>To monitor and analyse the achievements of all vulnerable groups and act on any trends or patterns that may need additional support for pupils.</p> | <p>progress.</p> <p>Class teachers update class provision maps and/or IEPs</p> <p>HT reports to Governors on progress and attainment of children on SEN register 3x yearly</p> | <p><i>regularly (termly) review the data and ensure, through pupil progress meetings, that pupils receive the extra support they require.</i></p> <p>At each assessment point in the school assessment cycle</p> | <p>Parents of children with IEP's are invited to review and evaluate plans and understand interventions that take place and the impact on progress an attainment</p> <p>Parent questionnaire (Summer term)</p> | <p>SENCo/CT's</p> | | <p>Termly monitoring of the vulnerable groups to ensure progress is being made and evidenced.</p> |
| <p>PHYSICAL ENVIRONMENT</p> <p>Improve and maintain access to the physical environment</p> | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Moveable Ramp</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Corridors kept clear of obstacles</i> • <i>Personal Emergency Evacuation Plan (PEEP) completed for disabled pupils</i> | <p>Improve toileting facilities in KS1.</p> <p>Taps to be changed from push to lever. (July/August 2019) (Short term)</p> <p>Current Year 2 classroom to become Year 3 (academic year 2019/2020) classroom to allow for efficient use of equipment used for hearing impaired child and access to outside area. (Short term)</p> | <p>Site Manager to change taps in KS2 area.</p> <p>Class teachers to relocate</p> | <p>Site manager</p> <p>Year 2/3 class teachers</p> | <p>Review June 2020 following EHCP review and upon advice from specialist agencies.</p> | <p>All children will have equal access.</p> |

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| <p>Improve the delivery of information to pupils with a disability</p> | <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Makaton</i> • <i>Induction loops where needed</i> • <i>Pictorial or symbolic representations (visual timetables)</i> | <p>To conduct a site survey of all school signage.</p> <p>To review school brochure and literature for alternative formats.(Medium Term)</p> | <p>HT/Govs to audit current signage</p> | <p>HT/Govs</p> | <p>Sept 2020</p> | <p>To produce an audit of school environment. To make adjustments / changes according to the audit outcome.</p> |
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4. 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 governing body

5. Links with other policies/guidance

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

- Risk assessments
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical guidance (DfE)

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of storeys | | | | |
| Corridor access | | | | |
| Lifts | | | | |
| Parking bays | | | | |
| Entrances | | | | |
| Ramps | | | | |
| Toilets | | | | |
| Reception area | | | | |

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| Internal signage | | | | |
| Emergency escape routes | | | | |