

# Sacred Heart Catholic Primary School

## Accessibility Plan

2021-2024

*'With joyful hearts, we love, learn and praise as the family of God'*



## Our Mission Statement

**With joyful hearts, we love, learn and praise as a family of God**

“This is my command: Love one another as I have loved you,” John 15:12

At Sacred Heart, we believe in and celebrate the uniqueness of everyone. We are all members of one big family. We provide care and excellent standards of education so all children can reach their potential. We nurture those special gifts which make every child unique. With children, staff, parents, the parish and the community working together, we ensure that Sacred Heart remains a very special place.

At Sacred Heart, our values reflect our commitment to a school where there are high expectations of everyone. Pupils are provided with high quality learning opportunities so that each pupil attains and achieves their potential. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to recognise everyone’s talents and uniqueness. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving pupil’s confidence and self-esteem. We know that safe and happy pupils achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

He or she has a physical or mental impairment, and

The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the School’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### **Objectives**

Sacred Heart Catholic Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent’s knowledge of their pupil’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and pupil’s right to confidentiality. Sacred Heart Catholic Primary School’s Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

**The Accessibility Plan contains relevant and timely actions to:-**

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as all other pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the physical environment of the school– this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improve 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 timeframe.

Sacred Heart Catholic Primary School's Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- Equality Scheme and Plan
- School Improvement Plan
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

## **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.

**SACRED HEART CATHOLIC PRIMARY SCHOOL ACCESSIBILITY PLAN**

| Objectives  | Actions to be taken   | Person responsible  | Success Criteria   | Date to complete actions by   |
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| <b>Raising Awareness of Accessibility and Disability</b>                    |   |   |  |   |
| To ensure that stakeholders are aware of the Accessibility Plan.            | Discuss at buildings, personnel and curriculum committees.<br>Discuss developments with staff, outside agencies and relevant parents and children.  | Headteacher in collaboration with:<br>Chair of Governors SEND Governor SENDCo | Governors are aware of their statutory obligations in relation to accessibility.<br>Governors agree the strategy for the accessibility plan. | Discuss accessibility at building committee meetings annually in relation to the needs within the school community.   |
| To improve staff awareness of disability issues and the accessibility plan. | Review staff training needs. Provide training for members of the school community as appropriate.   | Headteacher SENDCo<br>SEND Governor   | The whole school community are aware of issues relating to accessibility.  | On-going<br>Reviewed and training given as part of induction. Staff meeting dedicated to disability and accessibility.  |
| To ensure that all policies consider how to support disability access.      | Consider this aspect in full when policies are reviewed.  | Headteacher SENDCo<br>Governors   | Policies reflect current legislation and are inclusive.  | Reviewed in line with the policy cycle or before if necessary.  |
| To ensure pupils have appropriate communication methods and strategies.     | Research a range of communication strategies based on the needs of the children.<br>This could include:<br>Internal signage, Large print Resources<br>Braille, WellComm, NELLI strategies.<br>Pictorial or symbolic representations (eg SALT First response Pack) | Headteacher SENDCo<br>SEND Governor   | Pupils can communicate by using a range of communication aids matched to their needs.  | Each term when IEPs are reviewed.<br>WellComm training.<br>NELLI still delivered in EYFS and for SEND children identified.<br>WellComm assessments across EYFS and lowest 20% in KS1.<br>(Spring 1) |

## Physical Environment

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| To ensure that, where possible, the school buildings and grounds are accessible for pupils and adults. | Audit of accessibility of school buildings and grounds by the building committee.<br>Carry out actions and implement as budget allows.  | Headteacher; Governors;<br>Business manager Site<br>Manager<br>SENDCo | Modifications will be made to the school building to improve access.  | Review the accessibility audit at the building committee. |
| To adapt the environment to meet the needs of pupils and teachers.                                     | Install ramps to outdoor areas.<br>Ramp off KS1 corridor to EYFS outdoor areas.<br>Ramp off Y6 classroom to outdoor areas.<br>Ramp off Nursery classroom to EYFS outdoor areas. | Business manager<br>Site manager<br>SENDCo                            | The ramp allows wheelchair users to access the EYFS outdoor provision. It allows access from Y6 classroom to outdoor learning spaces.<br>It allows access from Nursery classroom to EYFS outdoor provision. | Summer 2022   |
| To adapt an infant toilet to be accessible.  | Install a more permanent toilet accessibility aid to one infant toilet cubicle.   | Business manager Site<br>manager<br>SENDCo                            | The aid supports children to go to the toilet independently.  | October 2021  |

## Curriculum

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| To allow and encourage access to the curriculum for all pupils. | The curriculum is differentiated for all pupils.<br>We use resources tailored to the needs of pupils who require support to access the curriculum.<br>Curriculum resources include examples of people with disabilities.<br>Curriculum progress is tracked for pupils with additional needs.<br>Targets are set effectively and are appropriate for pupils with additional needs.<br>The curriculum is reviewed to ensure it meets the needs of all pupils. | SENDCo<br><br>Class teachers Teaching<br>assistants SEND Governor<br>SLT | All pupils can access the curriculum.<br>All pupils make good progress from their starting points.<br>All pupils are given the opportunity to reach their potential. | Daily lessons allow access to the curriculum<br>New staff trained to know how to increase facilitate access to the curriculum for all pupils.<br>IEP review meetings once a term.<br>Curriculum reviews in spring and summer |
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| <p>To continue to train staff to enable them to meet the needs of pupil with a range of SEND.</p>                            | <p>SENDCo to review the needs of pupil and provide training for staff as required.<br/>Arrange Team Teach training.</p> <p>WYCAT cluster meeting for SENDCo - disseminate appropriate information to staff.</p>  | <p>SENDCo<br/>SEND Governors SLT</p>                     | <p>Staff meet the needs of pupils in order that they can access the curriculum.</p>  | <p>Staff trained as they join the school.<br/>Early stage career teachers are supported.<br/>Team Teach training completed for appropriate staff in September 2021.</p> |
| <p>To ensure that all pupils are able to access all out-of-school activities. e.g. clubs, trips, residential visits etc.</p> | <p>Review of out of school provision to ensure all pupil are able to access out of school activities.<br/>Teachers to consider access to educational visits.<br/>Teachers to consider the risk assessment and any reasonable adjustments needing to be made.</p> | <p>Class teachers SENDCo<br/>SEND Governor SLT</p>       | <p>All providers of out-of-school education will comply with legislation to ensure that the needs of all pupil are met.<br/>Risk assessments ensure that any risk is controlled.<br/>Attend more MPEA Inclusive sports competitions outside of school hours.</p> | <p>Each activity is risk assessed and approved by SLT.</p>  |
| <p>Ensure pupils are able to access disability sport to give all children a wider understanding of disability.</p>           | <p>Book in wheelchair basketball taster day.<br/>Book in Disability Awareness Day.</p>   | <p>Class teachers<br/>SENDCo<br/>Sports Lead<br/>SLT</p> | <p>Book taster day. KS1 children watch the sport and KS2 and staff participate with Sports Works.<br/><br/>KS2 disability awareness day with CITC.</p>   | <p>Reviewed annually.</p>   |
| <p>To provide specialist equipment to promote participation in learning by all pupils.</p>                                   | <p>Assess the needs of the pupil in each class and provide equipment as needed. E.g. special pencil grips, headphones, writing slopes, pressure relief cushions, weighted bands, fidget bands etc.</p>   | <p>Class teachers SENDCOs;<br/>SEND Governor SLT</p>     | <p>With specialist support, pupils will participate in learning with a view to developing and supporting independence.</p>   | <p>Reviewed termly by SENDCOs and class teachers.</p>   |

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| <p>To meet the needs of individuals during statutory testing.</p>   | <p>Pupil will be assessed in accordance with regular classroom practice and reasonable adjustments will be made and applied for as needed.<br/>Additional time<br/>Scribe<br/>Use of specialist equipment<br/>Use of specialist assessments with S Pester.</p> | <p>Class teachers SENDCOs;<br/>SEND Governor SLT</p>          | <p>Barriers to learning will be reduced or removed, enabling pupils to achieve their full potential.</p> | <p>Termly in line with EHCP and IEP review dates.</p>  |
| <p>To embed a dyslexia friendly environment across the school to support all pupils.</p>  | <p>Embed Nessy widely from Y2 upwards to support lowest 20%.<br/><br/>Continue with 'Dyslexia Friendly' practices across the school.<br/>Use of cursive font<br/>Not all displays laminated (glare)</p>  | <p>Class teachers SENDCOs;<br/>SEND Governor<br/><br/>SLT</p> | <p>Improved outcomes for pupils with SpLD.</p>   | <p>Use Nessy assessments and tracking to review progress.<br/><br/>Termly reviews following teacher assessment and assessments.</p>                                    |
| <p>To ensure that all parents and other members of the school community can access information.</p>   | <p>Written information will be provided in alternative formats as necessary.<br/>Translator button is on the school website for families to translate information.<br/>Signpost parents to use translator websites.</p>  | <p>Class teachers<br/>SENDCO<br/>SEND Governor<br/>SLT</p>    | <p>Written information will be provided in alternative formats as necessary.</p>                         | <p>Reviewed annually when new pupils, parents and staff join the school.<br/>Signpost parents to the translator function on the website when they join the school.</p> |
| <p>To ensure that parents who are unable to attend school physically still have access to school information and parent - teacher time.</p> | <p>Website<br/><br/>Staff to hold parents' evenings online for those unable to attend school.</p>  | <p>Class teachers<br/>SEND Governor<br/>SENDCO<br/>SLT</p>    | <p>Parents are informed of pupil's progress and wellbeing.</p>   | <p>Termly reviews.</p>   |