



Sacred Heart Catholic Primary School

Accessibility Plan 2021 - 2024

This plan was reviewed:	Summer 2022
This policy will be reviewed again:	Summer 2023
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

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.

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

June 2021



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 (07/22)	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 relation to curriculum access</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>	<p>On-going</p> <p>-</p>	<p>Links established with:</p> <ul style="list-style-type: none"> - Habilitation service - Specialist teacher for the Visually Impairment - Specialist Teacher for Hearing Impairment <p>To support curriculum development</p> <p>IPAD sourced for EHCP child to support with Font size and curriculum access</p>	<p>Pupils with disabilities make good or outstanding progress</p>

	Current Good Practice	Objective	Actions	Lead Personnel	Completion	Progress to date (07/22)	Outcome
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>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 	<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>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>	Site Manager and Headteacher	On-going	<p>Links established with:</p> <ul style="list-style-type: none"> - Habilitation service - Specialist teacher for the Visually Impairment - Specialist Teacher for Hearing Impairment <p>To support easy access to the facilities</p> <p>Adaptions to medical room to support with toileting of child with medical needs</p> <p>Lift conversation started with LA re: adaptations in relation to provision of a lift for 09/2023 (Sam Price and Matthew Paul)</p> <p>Discussions re: Disabled parking space started</p> <p>Lindi Lowe</p>	School to be accessible, support and meet the needs of pupils

	Current Good Practice	Objective	Actions	Lead Personnel	Completion	Progress to date (07/22)	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</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>Links established with:</p> <ul style="list-style-type: none"> - Habilitation service - Specialist teacher for the Visually Impairment - Specialist Teacher for Hearing Impairment <p>To support pupils with structure around accessibility of information</p>	Children can access information independently

Review of Progress 2021 to 2022: - Progress to date is good

SEND Group																				
Registration Group	% Below (1 steps or below)				% Working Towards + (2 steps or above)				% On Track + (3 steps or above)				% Exceeding + (4 steps or above)				% Working Beyond (5 steps or above)			
	Readin	Writing	SPAG	Maths	Readin	Writing	SPAG	Maths	Readin	Writing	SPAG	Maths	Readin	Writing	SPAG	Maths	Readin	Writing	SPAG	Maths
Y1	33	33	33	33	67	67	67	67	67	67	67	33	0	0	0	33	0	0	0	0
Y2	0	0	0	0	100	100	100	100	100	75	50	25	0	0	0	25	0	0	0	0
Year 3	0	0	0	10	100	100	100	90	100	90	90	90	50	30	60	50	10	0	10	10
Year 4	25	25	25	25	75	75	75	75	75	50	50	75	50	0	0	0	25	0	0	0
Year 5	0	0	0	0	100	100	100	100	100	67	67	67	0	67	0	33	0	0	0	0
Year 6	0	0	0	0	100	100	100	100	75	100	50	75	0	0	0	25	0	0	0	0
All Groups	7	7	7	11	93	93	93	89	89	79	68	68	25	18	21	32	7	0	4	4

Non-SEND Group																				
Registration Group	% Below (1 steps or below)				% Working Towards + (2 steps or above)				% On Track + (3 steps or above)				% Exceeding + (4 steps or above)				% Working Beyond (5 steps or above)			
	Readin	Writing	SPAG	Maths	Readin	Writing	SPAG	Maths	Readin	Writing	SPAG	Maths	Readin	Writing	SPAG	Maths	Readin	Writing	SPAG	Maths
Y1	11	11	11	0	89	89	89	100	83	83	83	83	17	17	17	22	0	0	0	0
Y2	0	0	0	0	100	100	100	100	100	86	76	95	24	0	14	5	0	0	0	0
Year 3	0	0	0	0	100	100	100	100	91	91	83	100	43	35	35	43	13	4	0	9
Year 4	0	0	0	0	100	100	100	100	89	84	89	95	42	11	16	42	11	0	0	0
Year 5	8	8	8	8	92	92	92	92	79	92	71	92	38	25	17	38	4	4	0	4
Year 6	17	17	17	17	83	83	83	83	70	65	78	74	13	4	9	22	0	0	0	0
All Groups	6	6	6	5	94	94	94	95	85	84	80	90	30	16	18	29	5	2	0	2

Gaps in progress exist between the two groups in certain year groups. SEND numbers across the school in some registration groups are small. In addition, intersectionality factors are evident in certain year groups.

Where there appear to be gaps in progress between the two groups, additional targeted support is put in place through the Assess, Plan, Do, Review process linked to this action plan and the school's rigorous approaches around Pupil Progress meetings and Performance Management.