



Love God, Love each other, Love Learning

Sacred Heart RC Primary School Accessibility Plan 2018-2020

Purpose of the Plan

The purpose of this plan is to show how Sacred Heart RC Primary School intends to secure appropriate access to the school for disabled pupils. At Sacred Heart RC Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. 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 ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve

Legal Background

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".

Definition of Disability

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.

This plan sets out the proposals of the Governing Body of the school to secure appropriate access to education for disabled pupils in the three required key areas of; curriculum, environment and information;

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in before and after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery of information to disabled pupils, which is provided in writing for pupils who are not disabled. e.g. Handouts, timetables, textbooks and information about school events.

The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe. Sacred Heart RC Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through parental involvement and discussion.

Contextual Information

The whole of the school building and playgrounds are accessible for wheelchair users. As a single storey building there is no requirement for indoor ramps etc. There is wheelchair access to the vast majority of outdoor spaces, including the school field. The playground is fully suitable and accessible for PE lessons should this be required. The school has a sensory room to support our children with ASD and provide a calming environment for those with Emotional / Behavioural needs. Disabled badge holders have access to the school drive close to the school's main entrance. A disabled toilet facility is available.

The Current Range of Disabilities within Sacred Heart RC Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, ADHD, visual / hearing impairment and a small number of children with specific significant medical needs. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for both school and parents in order for school to provide the best possible planned support for every child. At Sacred Heart RC School we have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances, these are recorded on SIMS, given to the kitchen staff and details are kept in the main office. All medical information is collated and

available to staff via SIMS, in classroom files and from the school office. We have competent First Aiders who hold current First Aid certificates and a number of staff are trained in paediatric first aid. Texts are sent to parents daily if their child has been seen by a First Aider. Medical care plans are drawn up by parents, school and medical professionals. Any prescribed medication that is part of a long term medical care plan is kept either in secure First Aid cabinets, in the fridge or any other safe and suitably agreed place. Any medication that is administered during the school day by staff is recorded.

Sacred Heart RC Primary School Accessibility Plan 2018-20
Objectives Strategies Outcome Timescale

Objectives	Strategies	Outcomes	Timescale
To ensure that the Accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually.
To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going
To ensure that this Accessibility Plan is reviewed annually	Headteacher and SLT to discuss updates annually	Accessibility Plan is up to date and fit for purpose.	On-going

PHYSICAL ENVIRONMENT

Objectives	Strategies	Outcomes	Timescale
To ensure that, adjustments to the school buildings and grounds maintain accessibility for all children and adults	Audit of accessibility of school buildings and grounds by Governors when making building adjustments.	Modifications will be made to building / development proposals to maintain access.	On-going
To ensure building upkeep / maintenance takes account of Accessibility requirements	Consider colour / paint schemes for visual impairment needs when re-decorating. Maintain step edgings /outdoor ramps/ footpaths / signs etc. to a good standard to secure ongoing suitable access	Ongoing school upgrade and maintenance will meet requirements of DDA (see DDA Audit)	On-going

CURRICULUM

Objectives	Strategies	Outcomes	Timescale
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed. Teachers to plan differentiated work if required	Staff are able to enable all children to access the curriculum	On-going
To ensure that all children are able to access, as far as is safe to do so, all out of school activities. E.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of school education will comply with legislation to ensure that the needs of all children are met.	On-going
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes, adaptive communication aids, aids for hearing etc.	Children will develop independent learning skills	Reviewed termly by SENCO.
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually

WRITTEN / OTHER INFORMATION

Objectives	Strategies	Outcomes	Timescale
To ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats as necessary and as required	Written information will be provided in alternative formats as necessary.	As needed.
To ensure that parents who are unable to attend school because of a disability, can access parents' evening	Staff to hold parents' evenings by phone or send home written information. SLT to discuss other ways to enable parents with disabilities to access information	Parents are informed of children's progress. Alternative solutions are agreed	Termly

Date of next annual review: September 2020