

**Sacred Heart RC Nursery and Primary School  
Accessibility Plan 2017-2018**

**Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

**Definition of Disability**

A person has a disability 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 carry out normal day-to-day activities.

**Key Aims**

To increase and eventually ensure for pupils with a disability that they have:

- Total access to our setting's environment, curriculum and information and
- Full participation in the school community.

## Principles

### **A – Compliance with the Equality Act**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties the governors have regard to the Equality Act 2010
- Our setting
  - Recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - Recognises the effect their disability has on his/her ability to carry out activities
  - Respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate

## Current practice

### **B – Increasing Access for disabled pupils to the school curriculum**

*This includes teaching and learning and the wider curriculum of the school in after school clubs, leisure and cultural activities or school visits.* Regular and appropriate training is given to staff at Sacred Heart to improve their awareness and skills and thus improve practice. Pupils with SEND are included and encouraged to be part of the extra-curricular activities offered at Sacred Heart. These activities include musical, sporting, creative and physical. Support for SEND pupils is reviewed and tracked regularly and support/interventions is amended as required for the individual. Pupils with SEND are supported by appropriately trained teaching assistants and have access to the necessary information technology (ie personal ipads) and auxiliary aids.

### **C – Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

The main school building is on one level. Access to the main entrance is flat and has automatic doors. The access button to the doors is at wheelchair level. Access to the school playground is on the level with ramp access to the classrooms. The mechanics are in place to fit a chair lift if required for an individual to access the school nursery via the main school. Access can already be made via the school playground.

There is an accessible toilet for both children and adults with disabilities.

A recently built lodge and garden gives accessibility via a ramp for those with disabilities. Within the lodge there is accessibility to a toilet.

Classrooms are uncluttered as best as possible and are accessible for those with disabilities.

The majority of the classrooms have blinds in place for those children with sensory disabilities.

Appropriate play activities put in place at lunchtime for those children with disabilities.

### **D – Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.*

*Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

The Sacred Heart website is regularly updated with information for parents and families with details of support and parenting groups available to them. If necessary an interpreter or signer could be present.

Survey questionnaires sent to parents annually will allow for consultation to take place with regard the development of the school's accessibility plan.

### **Financial Planning and Control**

The headteacher and governing body will review the financial implications of the accessibility plan as part of the normal budget review process.

## Accessibility Action Plan

### Compliance with the Equality Act

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
The school's accessibility plan and action plan will be updated annually	Update accessibility plan and publish on school website	Headteacher	ST	March 2018	

### Access to the curriculum

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Class teachers know how to include pupils with disabilities into active classroom activities	Plan training for all classroom staff to support SEND pupils in sporting activities	Headteacher and teachers	LT	Review annually	Ensure staff are trained when it proves necessary to support an individual child with disabilities

### Access to the physical environment

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Emergency and evacuation systems are accessible to all	Investigate emergency systems to ensure they are appropriate for any disabilities	Headteacher and governing body	MT	Review annually	Ensure systems are reviewed if a new member of staff or pupil with disabilities joins the school ie. Hearing loss / visual impairments

**Access to information, advice and guidance**

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Information is available in a variety of languages	When required create appropriate letters, documents and advice in the requested language	Headteacher and SENco	LT	Review annually	Ensure school users are aware that they can request documentation in a chosen language
Information is available in a variety of formats	When required create appropriate letters, documents and advice in the requested format	Headteacher and SENco	LT	Review annually	Ensure school users are aware that they can request documentation in a chosen format