

SACRED HEART
CATHOLIC VOLUNTARY ACADEMY



LIVE LEARN LOVE
ACCESSIBILITY PLAN

APPROVED BY
THE GOVERNING BODY
DECEMBER 2020 – DECEMBER 2021

REVIEW DATE: DECEMBER 2021

Accessibility Plan

Introduction

This plan identifies the ongoing actions of the Governing Body of Sacred Heart Catholic Voluntary Academy to increase access to education for pupils with disabilities in the following three areas;

- Increasing the extent to which pupils with disabilities can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The attached plan is fully supported by the Governing Body and will be implemented from December 2020 onwards. It will be reviewed and revised by the Governing Body annually. It should be read alongside the school's Special Educational Needs Policy.

Vision and Values

As a Catholic School we at Sacred Heart are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, emotional and cultural needs. We look to the life and teachings of Jesus Christ as a model for the life of our school.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

Curriculum:

- Data obtained on future pupils to facilitate advanced planning, including pupils entering the Foundation Stage and those transferring from other schools;
 - Established procedures for the identification and support of pupils with Special Educational Needs; See Special Educational Needs Policy
 - Detailed pupil information given to all relevant staff;
 - Regular home/school liaison;
 - Differentiated curriculum to enable all pupils to feel secure and make progress;
 - Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, medical and physical needs, literacy and numeracy.
 - Scribing for pupils where appropriate
 - Training for staff and ongoing development in enabling pupils to access the curriculum & environment
 - Special considerations for pupils taking part in tests
 - Equipment for aiding access to the curriculum as appropriate eg Information technology such as laptops
 - Strong links with outside support agencies;
 - Consideration of children's preferred learning styles.
 - Enabling smooth transition to other settings through effective liaison, transition materials & programmes
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- **Physical Environment:**
 - Accessible toilet

Information:

- Provision of information to pupils with a disability and their parents/carers through one-to one and multi-agency meetings with the Headteacher /SENCO;
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.
- As a school, we have set the following priorities for the development of information and data to support the school's accessibility plan:
- The impact on disabled pupils of the way the school is organised;
- Outcomes for disabled pupils.

Views of those consulted during the development of the plan

- The school has set the following priorities in respect of consultation on the plan. These actions will be conducted annually:
- Issue draft plan to all staff and governors for feedback;
- Issue draft plan to parents/carers of disabled pupils and invite feedback;
- Discuss the content of the plan with children and invite feedback.

Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process, the progress of which is monitored by Governors and the Leadership Team. We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan. The Governors will evaluate annually.

Publication

The school makes its accessibility plan available in the following ways:

- On request from the school office;
- A copy is issued to all parents/carers of disabled pupils;
- On the school website

Senior Member of Staff Responsible: Lisa Atkins (Headteacher)

Designated Member of Staff: Phil Saxton (SENCO)

Governor Responsible: Frank Fay

Policy Agreed: December 2020

Signed by Head Teacher Lisa Atkins

Signed by Chair of Governors Bernard Monaghan