

SACRED HEART  
CATHOLIC VOLUNTARY ACADEMY



LIVE LEARN LOVE

ACCESSIBILITY PLAN

APPROVED BY  
THE LOCAL GOVERNING BODY  
JANUARY 2024 – JANUARY 2025

REVIEW DATE – JANUARY 2025



## **Accessibility Plan**

### **Introduction**

Schools are required under the Equality Act 2010 to have an accessibility plan. 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 January 2022 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.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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 & programs

**Physical Environment:**

- Accessible toilet
- Wheelchair accessibility
- Disability parking

**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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

**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.

**Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

**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: January 2024**

**Signed by Head Teacher      Lisa Atkins**

**Signed by Chair of Governors    Bernard Monaghan**