

Sacred Heart
Catholic Primary School



Learning in Love

Accessibility Plan 2025-2028

Mission Statement

Guided by truth, respect and compassion; we share in building upon every individual's foundation, nurturing a love of learning in preparation for tomorrow's society, with Jesus at the heart of all we do.

Governing Body with Responsibility	Resources
Agreed by Governors on	4th February 2025
Chair's Signature	
Staff Member Responsible for Review	SEND/CO/SBM
Date for Review	February 2028

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I. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our 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.

- All our school policies and procedures aim to promote inclusion of pupils with a range of learning needs and disabilities.
- Our Policy on Bullying makes it clear that bullying of any sort is unacceptable, that it is a serious matter and that we always take firm action against it. We take clear, prompt action to deal with incidents.
- We commit substantial resources to extending the training of both teaching and support staff in topics relating to the special needs and disabilities of pupils at the school.
- In our school we celebrate difference; we encourage children to work together and to support each other, both inside and outside the classroom.
- We are committed to make reasonable adjustments to ensure Inclusion at all times throughout the life of the school.
- We will work together to avoid disadvantages to pupils with disabilities in the curriculum and all aspects of school life
- We will make provision for children who need medication, seeking medical training as required.
- We will create and review Individual Education Plans with the parents and child, if appropriate.
- We will ensure that all staff and Governors are aware of the children with disabilities and have a basic understanding of their needs.
- We will provide information for temporary staff about children with disabilities.

- We will ensure staff with direct contact with children with disabilities have knowledge of the disability and how it will affect their access to the curriculum, additional activities and movement through the school.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. 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.

3. Action plan


This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1: To increase the extent to which pupils with disabilities can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to the curriculum, and to ensure full participation in the school community for current and future pupils who have a disability.					
Target	Tasks	Dates	Responsibilities	Success Criteria	RAG 25, 26, 27
Deliver findings to the Governing Body so the Governors are fully informed about the provision and progress of all groups of children.	<p>To monitor the impact of school policies and procedures so that inclusive practice is embedded.</p> <p>To review progress and attainment of children with SEND.</p>	Ongoing	Governors Headteacher SLT All Subject Leaders	All policies and procedures adhered to by all members of the school community to comply with the Equality Act 2010	

<p>To ensure all staff have the knowledge and skills to effectively reduce or eliminate barriers to the curriculum for all Sacred Heart children</p>	<p>Continuing Professional Development to be made available to all staff relating to general support strategies as well as more specific training for those staff working directly with children who have a medical or special educational need.</p>	<p>Ongoing</p>	<p>Headteacher SLT SENCO</p>	<p>The curriculum is inclusive and can be accessed by all learners. Activities and resources are differentiated, including adult support so that children make the best possible progress.</p>			
<p>Maintain close liaison with external agencies for children who have ongoing health/medical needs or disability, for example pupils with asthma or mobility issues and for those with SEND so that their needs are met fully within the capability of the school.</p>	<p>To ensure collaboration between staff, parents, children and key external agencies such as: Specialist NHS nursing School Nursing Team Designated Medical Officer for the Local Authority Speech and Language Therapists Occupational Therapy Service Merton Autism Outreach Service Other external professionals</p>	<p>Ongoing</p>	<p>Headteacher SENCO Teachers Teaching Assistants</p>	<p>Advice taken and strategies evident in classroom practice.</p> <p>Collaborative working approach involving external agencies ensures children remain healthy and can access all aspects of school life.</p> <p>Specific equipment sourced for children as required.</p>			

Aim 2: To improve the physical environment of Sacred Heart to increase the extent to which pupils with disabilities can take advantage of education and extracurricular activities

Target	Tasks	Dates	Responsibilities	Success Criteria	RAG 25, 26, 27		
<p>Ensure ongoing maintenance and improvements to the physical environment to enable access for all.</p> <p>The lift continues to be out of action - investigate the remedial work required.</p>	<p>The school will take account of the needs of the pupils, staff and visitors with physical difficulties and sensory needs when planning and undertaking improvements and refurbishments of the site and premises, eg colour schemes and additional accessible facilities.</p>	<p>Ongoing</p>	<p>Headteacher School Business Manager Site Manager</p>	<p>The physical environment enables needs to be met wherever possible</p> <p>There is a plan for repairing the lift in the event it is required to ensure accessibility to Key Stage 2.</p>			

<p>Ensuring the school environment (classrooms and communal areas) promote access for all</p>	<p>To support learning: Continue the 'Clever Classrooms' approach which focuses on creating an optimal learning environment that supports all children, including those with sensory needs e.g. reducing visual and auditory clutter; using calming colours; using natural light where possible, reducing harsh fluorescent lighting, and incorporating soft furnishings or noise-cancelling elements to minimise distractions; ensuring learning materials are accessible to all; fostering a positive classroom culture to ensure every</p>	<p>Ongoing</p>	<p>Headteacher SLT All staff</p>	<p>Maintain the 'Clever Classrooms'</p>			
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	<p>child feels valued.</p> <p>Reviewing seating plans for children with hearing/visual impairments</p> <p>Whole class movement breaks</p> <p>Making reasonable adjustments to enable disabled pupils to participate successfully in lessons.</p>					
<p>Ensure all with a disability are able to be fully involved in all aspects of school life as appropriate.</p>	<p>Where appropriate, create access plans for individual disabled children (this may be as part of the support plan process)</p> <p>Undertake a survey of staff, parents and governors to ascertain access needs and make sure they are accommodated.</p>	<p>As required</p> <p>At least every 3 years</p>	<p>Headteacher SENCO SLT All staff</p>	<p>All children, staff, parents, governors and visitors are enabled to be fully involved in all aspects of school life.</p>		

Aim 3: To promote positive attitudes to disability

Target	Tasks	Dates	Responsibilities	Success Criteria	RAG 25, 26, 27		
To promote inclusivity and positive attitudes to disability	Continue to feature regular items in newsletter highlighting achievements of pupils with disabilities.	Ongoing	Senior Admin Officer SENCO HT	The achievements of individuals with disabilities will be celebrated.			
	Celebrate International Day of People with Disabilities (December)		PSHE Lead/Deputy Head				
	A selection of inclusive books and resources to be available across the school		SENCO/SBM				

Aim 4: To improve the delivery of information to pupils and parents who have disabilities.

Target	Tasks	Dates	Responsibilities	Success Criteria	RAG 25, 26, 27		
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<p>To enable improved access to written information for pupils, parents and visitors with disabilities</p>	<p>Set expectations regarding resources, eg pastel backgrounds on interactive whiteboards, fonts, blue handwriting pens, to support those with visual impairments or disabilities such as dyslexia</p> <p>Staff are aware of parents with reading difficulties and support with reading letters, completing forms and paperwork.</p>	<p>ongoing</p>	<p>Headteacher SLT All staff</p>	<p>Pupils and parents are aware of written school information</p>			
<p>To ensure formats of and procedures related to children's records promote the school's awareness of disabilities.</p>	<p>School record system to be reviewed and improved eg use of Arbor, Medical Care Plans. Information collected about new children shared with all relevant staff prior to joining the school. Records passed up to each class year. End of year handover meetings. Annual reviews</p>	<p>Annually</p>	<p>Teachers SENCO Headteacher Senior Administrative Officer</p>	<p>All relevant staff are aware of the disabilities of children in school as appropriate</p>			

4. Monitoring arrangements

Progress against targets (RAG rating) will be reviewed annually. The Accessibility Plan will be reviewed every **three years**, but may be reviewed and updated more frequently if necessary.

It will be approved by the Resources Committee of the governing body.

5. Links with other policies

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

- Risk Assessment policy
- 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