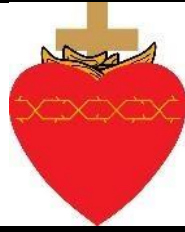


Sacred Heart Catholic Primary School – Accessibility Strategy and Plan



Mission Statement

We live and learn in faith and love for the Lord.

Overall Aim:

The aim of this plan is to increase over time the accessibility of Sacred Heart Catholic Primary School for disabled pupils in line with the Disability Discrimination Act (DDA)1995

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.

Legal Background:

From September 2002, the DDA 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

This plan sets out the proposals of the Governing Board of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA namely:

- **Increasing access for disabled pupils to the school curriculum**, which includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- **Improving access to the physical environment of schools**, which includes improvements to the physical environment of the school and physical resources to aid access to education.
- **Improving the delivery of written information to disabled pupils.** This plan will include plans to make written information more accessible to disabled pupils and school will consider preferred formats for parents and pupils.

Publicising Plans:

Sacred Heart local board of governors will publish the accessibility plan on the school website so that it is publicly available and shared annually with parents.

Monitoring and Evaluation:

As part of inspections, OFSTED will monitor LA accessibility strategies and school's plans.

Governors will monitor this plan and ensure it is updated every 3 years.

Review:

The strategy will be reviewed every 3 years. The plan will be reviewed on an annual basis.

Strategy will be presented to the local board of governors (November 2022) (The strategy has been written in line with the SEND school policy and DfE guidance 'Accessible Schools Document').

ACCESSIBILITY PLAN 2022-2023

Target	Strategies	When	Outcome	Success Criteria
Access to the school curriculum				
To ensure all children can access remote learning	Audit pupils to ensure anyone sick or struggling in remote periods of learning have a laptop.	Any time when lockdown occurs or a pupil is off school long term sick.	That all SEND children can access the curriculum even if they cannot attend school for any reason.	100% of SEND pupils engage whilst at home where possible.
To ensure all children access a broad and balanced curriculum that promotes equality, inclusivity and pupil wellbeing	Ensure that lessons are all accessible for all pupils (fully inclusive) through quality scaffolds, manipulatives, staff deployment and quality interventions.	Every day, children should access the curriculum fully wherever possible.	That the children have access to a broad and balanced curriculum enabling them to celebrate their gifts and talents and build skills for their futures.	All lessons are attended to ensure a wide curriculum is accessed.
That children receive quality interventions and support where required.	Where pupils have specific needs and plans are in place – school will ensure the children receive support at a level and in a place that is appropriate for the child.	In school daily – clear routines and schedules will be in place to support those who struggle to access class learning and have specific targeted support.	That all children receive a quality education that is rounded included addressing all needs e.g. social and emotional.	Children are in school and with support can access the curriculum at a level appropriate to their needs and understanding.
To aim to have no children on reduced timetables	Clear routines, plans and structures in place to support children and enabling them	Sometimes reduced timetables may be used if children are struggling due to	That school has 100% of pupils on full time timetables. If reductions are required	That 100% of children are in school full time.

	to be in school full time.	specific needs, these will all be reported to the LA.	they are reported and plans are in place to ensure children are in full time as quick as possible.	
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PHYSICAL ENVIRONMENT

To provide changing facilities and a disabled toilet in the infant block.	Secure funding Designate space	Long term project – apply for funding for this project.	That children and staff have access to disabled toilet.	That the area is built and used effectively to support those with disabilities or medical needs
To provide better access for disabled pupils in school – in terms of accessing the library and upstairs classrooms.	Ensure if the pupil is in Y5 or 6 the classrooms are moved to a lower level to allow inclusivity. Create a mini library downstairs for access when required.	As required.	That all classrooms are accessible for pupils with SEND needs.	That 100% of SEND children can have a safe accessible learning areas.

INFORMATION SHARING

To share school risk assessments for pupils with specific needs with all relevant stakeholders.	Ensure the risk assessments are reviewed and updated at regular intervals	At the start of all changes. Termly reviews where applicable.	Full individual risk assessments support children in school.	All SEND children are kept as safe as possible whilst in school and their needs are met.
To update SEND information on the website	Termly updates on website SEND offer reviewed with parents and governors.	Termly	Information for parents is available and up to date to support them.	Website is up to date and accessible for parents and guardians.

To ensure all policies are inclusive for pupils.	Policies are approved and include/consider SEND pupils fully.	When necessary alongside change	That policies support SEND pupils and staff fully.	Effective policies ensuring safety, a broad curriculum and that address the needs of all learners.
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