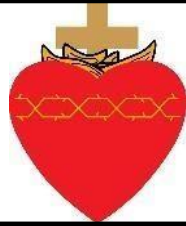


## Sacred Heart Catholic Primary School – Accessibility Strategy and Plan



### 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 2023) (The strategy has been written in line with the SEND school policy and DfE guidance 'Accessible Schools Document').

## **OUTCOMES OF THE ACCESSIBILITY PLAN 2022-23**

### **Access to School Curriculum – Impact**

- School has systems in place in case of lockdowns or periods of remote learning. School has had no remote learning this academic year.
- Curriculum plans are designed to ensure the protected characteristics are taught and respected. Additional projects reinforce a diverse and broad and balanced curriculum.
- Staff are deployed effectively to ensure all pupils with SEN receive high quality teaching and specific interventions that have meant 100% of pupils have made progress against SEND continuums.
- Reduced timetables are only used if they support the pupil to stay in school e.g. prevent exclusion from school or to support a pupil emotionally or socially. All timetables are approved by external bodies.

### Physical Environment – Impact

- Library books have been distributed around school for easy access for all pupils.
- Changing areas for early years and early SEND pupils has not been completed due to lack of funding.

### Information Sharing – Impact

- All new policies include information about SEND.
- Risk assessments are designed and accommodate risks for SEND pupils to enable them to access trips and visits.
- The website has been updated and parent views sort for SEND.

## ACCESSIBILITY PLAN

Target	Strategies	When	Outcome	Success Criteria
<b>Access to the school curriculum</b>				
To ensure all pupils with a SSP/ECHP can access school on a fulltime basis.	Increasing time in school. Engaging with parents. Early Help support gained from external support systems. Set up a SEND hub in school.	Ongoing and personalised depending on pupils who need support to attend school.	That 100% of children are in school full time.	Part time pupils access total school full time hours.
To ensure SEND pupils with support plans or ECHP plans have access to after school activities and wider school activities beyond the classroom.	Planning trips with risk assessments that allow more trips and visits to take place. Monitoring access to after school clubs, offering bespoke clubs	One trip at least per academic year.  One club at least per academic year.	SEND pupils with high level needs get additional opportunities to thrive and prepare for life in modern Britain. .	That 100% of SEND pupils have access to a trip and club.

	for SEND pupils.			
That TIAAS strategies are embedded to support pupils who dysregulate to quickly regulate and access the curriculum fully.	Behaviour strategies embedded. Use of the visual timeline – re routines. Use of positive praise Emotional coaching. Use of sanctions where necessary – reflection time. Work in a small group to focus	Daily routines in class and strategies to support pupils with specific behaviour, emotional or social needs. Use of small group work to support children where required. Use of sanctions when required and work with all stakeholders to support the pupil in understanding.	That no lesson is interrupted by behaviours that are unacceptable.	That 100% of children can focus and learn well in school.

## 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 ensure classrooms are set up to support children to learn independently.	Visual timelines. Displays that are interactive and informative. Access to manipulatives And resources to support learning. Tidy/organised classrooms.	September 2023 and daily classrooms are left ready to learn at the end of every day.	Children have access to resources and have routines enabling them to settle quickly into work whilst allowing them to be independent.	100% of children make progress due to effective classrooms spaces and resources that allow for independent and

				organised learners.
<b>INFORMATION SHARING</b>				
To ensure every child has at least 2 contact numbers that work for emergencies	Resend out contact forms. Remind on newsletters to update details. Regular paper communication in case devices are not in use. Emails to remind parents to update contacts.	Autumn term 2023  Ongoing reminders over the year.	That all children have contacts in emergencies that school can get easily.	That all pupils feel safe in an emergency as they have a familiar adult who school can contact quickly.