



**Sacred Heart Catholic Primary School & Nursery**  
**Accessibility Plan 2020-2023**



**Purpose of the Plan**

The purpose of this plan is to show how Sacred Heart Catholic Primary School intends, over time, to increase accessibility of our school.

The Equality Act 2010 states that school's must:

- (a) increase the extent to which disabled pupils can participate in the schools' curriculums;
- (b) improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
- (c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Priority	Action Required	Success Criteria	Timescale
<b>Equality and Inclusion</b>			
To ensure that the Accessibility Plan becomes an annual item at GB meetings	<ul style="list-style-type: none"> <li>• Clerk to governors to add to list for GB meetings.</li> </ul>	The Accessibility Plan is an annual item at GB meetings.	Annually
To improve staff awareness of disability issues.	<ul style="list-style-type: none"> <li>• Review staff training needs.</li> <li>• Provide training for members of the school community as appropriate,</li> </ul>	Staff have received appropriate training for the needs of the pupils in their class. All pupil's needs are met.	Ongoing
To ensure that all policies consider the implications of disability access.	<ul style="list-style-type: none"> <li>• When policies are reviewed disability access is considered.</li> </ul>	All policies consider the implications of disability access.	Ongoing
<b>Physical Environment</b>			
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	<ul style="list-style-type: none"> <li>• Advice from Physical disabilities team and OT sought when appropriate.</li> <li>• Areas around school cleared to ensure easy access</li> <li>• Governors to complete access audit during termly health &amp; safety check</li> <li>• Actions form audit implemented.</li> <li>• School premises are inspected and reviewed before events to ensure accessibility for all</li> <li>• Send letters home to parents in different formats as appropriate e.g. large print, provide</li> </ul>	School site is more accessible to all pupils and adults.	Ongoing Annual Audit



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	<ul style="list-style-type: none"> <li>a reader etc.</li> <li>Utilise disabled parking spaces for disabled parents/carers to drop off and collect</li> <li>Adopt a proactive approach to identifying the access requirements of disabled parents/carers/visitors</li> <li>Regular communication with parents</li> </ul>		
<b>Curriculum</b>			
To ensure there is effective communication and engagement with parents.	<ul style="list-style-type: none"> <li>Termly review meetings with parents/carers – Termly consultations</li> <li>Regular check ins with parents</li> <li>Link books where appropriate</li> </ul>	Parents/carers fully informed about progress and engaged with their child’s learning.	In place and ongoing
To ensure staff receive relevant training to increase access to the curriculum	<ul style="list-style-type: none"> <li>Epipen &amp; asthma training for all staff</li> <li>Relevant training for staff working with pupils with specific medical needs e.g. diabetes</li> <li>Intimate care policy and trained staff</li> <li>Training form SALT, social communication team, behaviour and learning support team,</li> <li>Access to course, CPD</li> <li>Online resources for CPD shared with staff</li> <li>Outreach support from local special schools</li> <li>Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, OT</li> </ul>	Increased access to the curriculum Needs of all learners met Maintained records of staff training	In place and ongoing
To ensure the effective use of resources to increase access to the curriculum for all pupils.	<ul style="list-style-type: none"> <li>Strategic deployment of support staff.</li> <li>Use of laptops to support children with difficulty recording.</li> <li>Sloping boards for pupils with fatigue problems or physical difficulty</li> <li>Coloured overlays for pupils with visual difficulty (Reading Rulers)</li> <li>Specially shaped pencils and pens for pupils with grip difficulty</li> <li>Use of wedge/wobble cushions</li> </ul>	Positive impact on pupil progress Barriers to learning are removed	In place and ongoing
Adaptations to the curriculum to meet the needs of individual learners	<ul style="list-style-type: none"> <li>Pastoral support, timetable adaptations</li> <li>Individual physiotherapy/OT programmes</li> <li>Speech and language therapy programmes</li> <li>Individual Education plans with SMART targets for pupils to work towards</li> <li>To conduct parent interviews to complete health care plan where appropriate to ensure staff aware of needs and any adaptations that need to be made are.</li> <li>Liaise with external agencies, identifying training needs and establish individual protocols where needed</li> <li>Specific training in word processing skills using touch type programs e.g. Nussy Fingers</li> <li>Use of access arrangements for assessments/National tests</li> <li>Use of weighted blanket, chew toys, fiddle toys, sensory diet toys, Mantra Lingua resources for children with EAL</li> </ul>	Needs of all learners met enabling positive outcomes	In place and/or to be ordered as required