

**Sacred Heart Catholic Primary School & Nursery**  
**Accessibility Action Plan 2015-2018**

Priority	Action Required	Success Criteria	Timescale
Pupils with visual impairments have access to the curriculum	<ul style="list-style-type: none"> <li>• Staff aware of pupils with visual difficulties</li> <li>• Pupils seated appropriately in classroom</li> <li>• Advice from outside agencies sought</li> <li>• Raising awareness of font size and page layouts to support pupils with visual impairments - Larger print used when necessary</li> </ul>	Pupils with visual impairment accessing curriculum.	Sept 2015
Pupils with ASD have access to the curriculum	<ul style="list-style-type: none"> <li>• Teaching assistant support provided as appropriate</li> <li>• Relevant training for staff from ASD team</li> <li>• Social communication targets for pupils</li> <li>• Outside agencies advice sought and acted upon</li> <li>• Visual timetables, Now and Then Boards, Social stories, Social skills groups and symbol supported software used to aid inclusion and barriers to learning</li> </ul>	Pupils on autistic spectrum accessing curriculum	Ongoing
Improving the participation of disabled children in school life	<ul style="list-style-type: none"> <li>• Collect data on the involvement of disabled children</li> <li>• Increase the number holding positions of authority as appropriate</li> <li>• Review wheelchair access</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have understanding of the needs of disabled people</li> <li>• Increase pupils' knowledge of disabilities and how they affect daily lives and life in school. Empower pupils to feel able to offer support where needed</li> <li>• Introduction of symbol supported word banks to support learners access whole class texts issues</li> <li>• Review record keeping to ensure communication all staff aware of disabilities and strategies in place to support family</li> </ul>	Disabled pupils involved in all aspects of school life	Dec 2015
Pupils with speech and language difficulties have access to curriculum	<ul style="list-style-type: none"> <li>• Relevant training and advice from SALT for staff working with child</li> <li>• Pupils given time to respond</li> <li>• Staff to ensure face to face and direct eye contact</li> <li>• Visual support to be used where possible e.g. for instructions, key words, picture clues</li> <li>• Staff to use simple language, short concise sentences and to model speech</li> <li>• Closed questions avoided and pupils encouraged to speak in sentences</li> <li>• Elklan training for relevant staff</li> <li>• Wellcomm Toolkit to assess children in EYFS and use of Wellcomm intervention by trained teacher assistant to ensure all children ARE in Speech and Language development.</li> <li>• Communication Status Award to be achieved by school</li> <li>• Improved labelling around EYFS classrooms</li> <li>• Symbol supported software to give choice for pupils</li> </ul>	Curriculum accessible to pupils with speech and Language difficulties	Sept 2015

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	<ul style="list-style-type: none"> <li>• Staff work with Speech and Language therapists</li> </ul>		
Increasing access to the environment for pupils with mobility issues	<ul style="list-style-type: none"> <li>• Advice from Physical disabilities team and OT sought to</li> <li>• Ramps used as necessary</li> <li>• Areas around school cleared to ensure easy access</li> <li>• Governors to complete access audit during termly health &amp; safety check</li> </ul>	School building more accessible to all pupils and adults.	April 2016
Pupils with dyslexia have access to the curriculum	<ul style="list-style-type: none"> <li>• Regular training for all staff on high quality first teaching</li> <li>• Class teachers identify pupils with dyslexic tendencies and refer to SENCO. Parents consulted.</li> <li>• Reasonable adjustments made to support needs e.g. coloured reading overlays, coloured paper for worksheets, small group handwriting, spelling, writing or maths support etc</li> <li>• Parkside Base consulted where appropriate</li> <li>• Symbol supported software used in class to support learning</li> </ul>	Needs of dyslexic pupils addressed and additional support or resources used on daily basis.	Ongoing
All members of the community have access to the school premises and relevant information	<ul style="list-style-type: none"> <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 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>	Needs of all members of the school community met.	Jan 2016
Pupils with behaviour needs are supported and included in all activities	<ul style="list-style-type: none"> <li>• Positive behaviour strategies used throughout school both in classrooms and on the playground</li> <li>• Pupils with challenging behaviour or with emotional needs are supported by a key adult within the school</li> <li>• Risk assessments and reasonable adjustments are made before activities</li> <li>• Chessbrook School consulted where appropriate</li> <li>• Adaptations made to timetable where necessary, including part-time option, extra breaks and internal exclusion</li> </ul>	Pupils with challenging behaviour have their needs met and included in school.	Ongoing
To ensure that the medical needs of all pupils are met fully within the capability of the school	<ul style="list-style-type: none"> <li>• To conduct parent interviews to complete health care plan where appropriate to ensure staff aware of needs</li> <li>• Liaise with external agencies, identifying training needs and establish individual protocols where needed</li> </ul>	All pupils' medical needs met	Ongoing