



# *Sacred Heart RC Primary School*



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*‘Where Every Heart is Sacred’*

## Accessibility Policy & Plan

### Mission Statement

Our school community serves the common good to the benefit of all;  
where the rights and dignity of every human person are respected and  
**“Every Heart is Sacred”.**

We support and encourage everyone to reach their full potential.

We are witnesses to God’s love through our actions;  
inspiring hope, nurturing love and caring for our Common Home.

We serve each other peacefully, joyfully and truthfully  
so that all

‘have life and have it to the full’.

In keeping with our Mission Statement, the Governors of Sacred Heart R.C. Primary School have agreed the following policy.

## 1. Legislation and guidance

1.1 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](#).

1.2 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.

1.3 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.

1.4 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.

1.5. This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.6. In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.7. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.8. The plan is to be reviewed and updated at least every three years.

## 2. Schools Aims

2.1. At Sacred Heart RC Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that **Sacred Heart RC Primary School aims:**

Alongside our Mission Statement our aim is for the children:

- To foster their spiritual development by experiencing the love of God and leading them to a greater understanding of our faith.
- To become independent and confident learners
- To develop their full potential
- To communicate effectively
- To work at the level of the national curriculum appropriate to their age and ability
- To become numerate, literate and creative
- To experience a broad and balanced curriculum
- To develop respect for themselves
- To live and work as part of the community
- To learn respect for moral values and for all races, religions and cultures
- To understand and value the world in which we live

Alongside our Mission Statement our aim for us is:

- To support our parish community in their efforts to bring up our children in a Catholic environment
- To be aware of the differing needs of our children
- To be aware of their varying speeds and stages of development and to ensure that no child is disadvantaged or neglected in our school
- To help children understand that self-discipline is necessary at home, school and in the wider community
- To have high expectations for all our children and strive to achieve them
- To ensure the environment is safe and stimulating, reflecting a broad and balanced curriculum
- To continue links with local High Schools
- To provide an environment where everyone, children, staff, parents, governors and visitors feel valued, welcome and able to contribute

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4. As stated above, Sacred Heart RC Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Sacred Heart RC Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Safeguarding policy
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### **3. Current Good Practice which supports this duty**

#### **3.1. Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum**

- Sacred Heart School has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.
- The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Manchester SEN team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.
- The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.
- The school works closely with specialist services including:
  - ✓ Early Years Advisory Teacher
  - ✓ Occupational Therapists
  - ✓ Physiotherapists
  - ✓ Speech and Language Therapists
  - ✓ The Grange Special School Outreach
  - ✓ The Birches Special School Outreach
  - ✓ Rodney House School Outreach
  - ✓ Educational Psychology Service
  - ✓ CAMHS
  - ✓ GPs and paediatricians
  - ✓ Health Visitors
  - ✓ Continence Nursing Team
  - ✓ School Nurse Team
  - ✓ Specialist nurses eg Asthma, Sickle Cell, Epilepsy, ADHD
  - ✓ Counselling
  - ✓ Other advisory services and charities

- The school's governors, teachers, teaching assistants and Lunchtime Organisers have a wide range of qualifications, training and experience of working with children with a varied range of needs including:
  - ✓ Physical disability
  - ✓ Specific medical conditions including asthma, eczema, ADHD, diabetes, sickle cell, epilepsy
  - ✓ Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
  - ✓ Autism
  - ✓ Speech, language and communication needs (SLCN)
  - ✓ Emotional difficulties including attachment disorder or bereavement
  - ✓ Developmental disorders, e.g. foetal alcohol syndrome
  - ✓ Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome
  
- Facilities and support currently on offer at the school include:
  - ✓ Designated areas and support for 1:1 or small-group work
  - ✓ Access to Early Help and other agencies, e.g. Young Carers
  - ✓ SENCO
  - ✓ Advice, assessment and support from Speech and Language Therapist
  - ✓ SEAL small group work (Social and Emotional Aspects of Learning)
  - ✓ iPads / access technology
  - ✓ Range of literacy and maths interventions
  - ✓ Specific Learning Difficulties (SpLD) interventions, e.g. Beat Dyslexia, Toe by Toe
  - ✓ Motor skills group
  - ✓ Access to all extra-curricular activities and clubs, enrichment activities, residential and peripatetic instrumental tuition
  - ✓ Advice and support from School Nurse Team
  - ✓ Paediatric First Aiders
  - ✓ Outdoor learning
  - ✓ Use of diagnostic assessments
  - ✓ Transition arrangements, planning and support
  
- The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

### 3.2. **Current Actions: improving access to the physical environment of the school**

- This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.
- There are very few parts of the school to which disabled pupils have limited or no access following capital building projects and the use of the schools delegated capital funding to make minor adjustments to improve access and support the needs of its current community.
- In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

## 4. **Review and Implementation**

4.1. The **Accessibility Plan** is reviewed annually by the Governing Body.

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

### Appendix 1

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Training for teachers on differentiating the curriculum and effective communication with parents	SENDCo / HT	Staff training and meetings with parents of SEN pupils arranged	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
Training for staff on increasing access to the curriculum for disabled pupils	SENDCo /HT	Staff training on signing / Braille etc. On-going training on Aspergers Syndrome.	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo /HT	Word processors / ipads for pupils with specific recording difficulty. Specific training in word processing skills through Touch Type Programme. Laptops  Adapted chairs for identified staff  Sloping boards  Coloured overlays for pupils with visual difficulty.  Specially shaped pencils and pens for pupils with grip difficulty.	Specialist equipment as listed	In place & ongoing	Increased access to the Curriculum Needs of all learners met.
Appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments	Site manager	Follow advice on contrasting colours & re-decorate as necessary. To review and update following discussions with adviser and parents and pupils.	Cost of redecoration Build into maintenance budget	In place & ongoing	Physical accessibility of school increased Steps and handrails safer for pupils/adults with visual impairment. Areas maintained on a regular basis
Access into school and reception to be fully compliant	HT	Clear route through school for disabled people, allowing access to all areas. Adjust signage into the building to include an additional flat level entrance for wheelchair users. Fit ramps where necessary	Regular maintenance checks carried out  £500	Ongoing	Physical accessibility of school increased
Ensure doorways include contrasted colours to support visually impaired to identify	HT/Site Manager	Doors that don't have a contrasting leading edge should have some level of visual contrast to the rest of the door in a 'hold open' situation. This can be achieved by using a contrasting 20mm or	£200		Physical accessibility of school increased

		an edge guard, in a contrasting colour and/or finish.			
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<b>Priority</b>	<b>Lead People</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
Improve signage to indicate access routes around school	SBM / HT	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school Provide access plan of building in reception area	Cost of signs	ongoing	Disabled people aware of wheelchair access to all parts of the school
Improve the quality of provision for children with specific special needs	SENDCo / HT	Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs	Outdoor and indoor space. Dedicated rooms. Peace garden to be maintained	ongoing	The school experience enhanced for children with specific special needs.
Maintain Safe Access around exterior of school	Site Mgr	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in ground`s maintenance contract	ongoing	Disabled people to move unhindered along exterior pathways
Develop inclusive, quality first teaching	All teaching staff	Information for teachers on differentiating and personalising the curriculum for pupils with additional need	Staff meeting		Increased access to the curriculum.
Develop as an 'autism friendly' school	SENDCo	Staff to attend training. Support from outreach schools	Outreach support staff	Ongoing	Increased access to the curriculum for pupils with autism.
Appropriate use of specialised equipment to benefit individual pupils & staff	SENDCo	Reasonable Adjustments in the Classroom	Checklist to be shared with all staff (attached as Appendix 2).	ongoing	Increased access to the curriculum.
Commit to provide appropriate ICT resources to meet pupil need	SENDCo/HT	Identify specialist equipment	ICT equipment as and when required	ongoing	Increased access to the curriculum.

## Appendix 2

### Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers may find useful in thinking of a range of adjustments they might want to make.

#### 1. Pre-planning information.

- Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?
- Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?
- If you don't know how the disabled pupils' needs will/can be met seek advice from SENDCO, Head or Deputy or from other agencies such as Educational Psychologists, Speech and Language Teacher or Health Professionals.

#### 2. What preparation have you made with the class/ group for:

- one to one peer support
- collaborative teaming
- group work
- valuing difference of race, gender, ethnicity, disability or religion
- How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?

#### 3. Lesson planning: how will you support the needs of all learners?

Consider:

- timing,
- variation of activities,
- types of activities [concrete/abstract],
- reinforcement of key ideas,
- extension work
- recall of previous work,
- links to future work,
- clear instructions.

- Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?
- Are you able to access specially adapted equipment for some students to

**Reviewed and adopted by the Governing Body Autumn Term 2021**

**Signed**

**(Chair)**