

# Sacred Heart Catholic Primary School

## Accessibility Plan 2023-2026



“Let it be known to all who enter here that Christ  
is the reason for this school,  
the unseen but ever-present teacher in its classes,  
the model for its children, the inspiration for its staff.”

Sacred Heart Catholic Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their physical, sensory, social, spiritual, emotional or cultural needs (in accordance with the Equality Act of 2010). As a Catholic school, our Accessibility Plan is underpinned by our belief in the unique dignity of every person and the God-given right of everyone to be treated equally, with respect and consideration.

Our SEND Policy and Information Report demonstrate how we support pupils with special educational needs and disabilities. Our Equality Policy outlines how we ensure equal opportunities for all of our pupils.

Increased accessibility to the physical environment, to the curriculum and to school information are specific to pupils with special educational needs and disabilities. The following Accessibility Plan has been developed in line with our Special Educational Needs Policy to address this aspect of our SEND provision. It has been formed in collaboration with pupils, staff, families and governors, with the aim of removing barriers and ensuring we provide a fully accessible environment that includes and values all members of our school community and all visitors to our school.

It is the responsibility of all staff to work towards raising the aspirations and attainment of all pupils, to actively promote equality of opportunity and to challenge any form of discrimination – including against those with special educational needs/disabilities – thus preparing all of our pupils for life in a diverse society.

The governing body takes responsibility for ensuring that this Accessibility Plan is implemented and reviewed.

**Approved by Full Governing Body:** March 2024

**Review date:** January 2026

Target	Actions	Monitoring of Impact	Timescale	Success Criteria
<b>ACCESS TO PHYSICAL ENVIRONMENT</b> AIM: To provide all pupils and adults with equal access to the school environment				
To highlight the access needs of pupils, staff and visitors with disabilities.	Share Accessibility plan with staff and governors to ensure all are aware of access needs.  Integrate access planning into SEND documentation where appropriate,	Minutes of governors' meetings note discussion. Staff include access needs in SEND documents such as IEPS  The Accessibility Plan is referenced in the SEND offer and Information Report.	By March 2024 Review January 2026	SEND targets are in place for pupils with disabilities and all staff are aware of pupils' access needs. Governors and staff are confident that those needs are being met.
To ensure access to school building	Highlight disabled parking space and step-free access points	Office staff advise on use of disabled space and entrances.	Ongoing	Parking space is used appropriately. All visitors can access the building safely and comfortably.
To enable safe, easy movement to all areas of the school and grounds	Ensure corridors, classrooms and fire exits are clear of clutter so all pupils and adults can move freely to and from the classroom/ hall/ playground etc.  Regular maintenance of lift	Phase leaders, SLT and site team to monitor  Business manager and Site management team to oversee.	Daily	Pupils, staff and visitors can move easily and safely around the school and grounds.
To create a Personal Emergency Evacuation Plan (PEEP) and practise safe evacuation of the building for pupils and adults with additional needs.	Share individual Personal Emergency Evacuation Plans with pupils and adults who have additional needs plus named class teachers and support staff.  All staff receive Fire safety training Training for use of the Evacuation chair	Phase Leaders/Inclusion Manager check in with pupils and staff after termly drills. Class teachers include question about evacuation in Pupil Voice 'All About Me' profiles for identified pupils.  Site management team	Termly evacuation drills.  Ongoing	Pupils and staff with relevant additional needs have a PEEP and are asked for feedback each term.  They feel safe and confident in the event of evacuation.
To give access to appropriate toileting arrangements	Maintain disabled toilet facilities for pupils with relevant needs. Note this access on care plans / IEPs.  Toilet alarm check	Pupil and Parent/Carer Voice.  Site Manager	Daily  Monthly	Regular use of facilities by pupils and visitors with needs.  Functioning alarm at all times

**ACCESS TO CURRICULUM**

Aim: To remove barriers to accessing the Curriculum and learning

For all pupils to access classroom learning and make good progress	Continue differentiating and scaffolding pupils' learning appropriately and providing additional support and resources (including technology). Provide staff training on a variety of teaching and classroom management strategies and use of new technologies/resources. Ensure classrooms are calm environments with minimal distractions and suitable mitigations in place e.g. privacy boards/ ear defenders etc	Pupil Progress meetings with SLT School assessment	Daily  Annually  Ongoing	Pupils with SEND will make good progress alongside their peers.
For pupils with medical needs to have a care plan	Consultation with medical professionals/ advisors and parents/carers to formulate a care plan  School welfare staff to receive training Consultations with assigned School Nurse.	Inclusion manager, parents/carers, School Welfare staff School Nurse	Ongoing	Pupils with health needs (long or short term) have access to a full curriculum.
To ensure that all staff support measures taken for the inclusion of vision- and hearing-impaired pupils.	Modify classroom and playground equipment to ensure safe use by vision-impaired pupils. Effective collaboration with vision- and hearing-impairment support services. One Page Profiles to be stored in class SEND folders so that adaptations are adhered to: e.g. hearing devices and microphones are used by all relevant staff; larger fonts etc are used in all lessons. Liaison with Hillingdon Vision and Hearing Impairment Team staff.	Use of SLT learning walks; review of IEPs; pupil voice to ensure appropriate support at all times.  Regular Reviews as necessary.	Termly	Vision and hearing-impaired pupils learn effectively and play safely alongside their peers both in and beyond the classroom.
For all school visits and trips to be accessible to all pupils.	Class teachers ensure venues and transport are accessible, all risks are outlined and suitable support is put in place e.g. extra staffing / alternative transport Inclusion Manager is consulted where appropriate.	Inclusion Manager to advise and oversee arrangements.	Ongoing	All pupils are supported to attend every school trip for their class.
For pupils with disabilities to be supported in gaining full access to standardised tests	Access arrangements to meet individual's needs will be applied for and support provided when required. Inclusion Manager & Y6 staff will ensure that appropriate evidence is collected to support application for access arrangements.	Inclusion Manager to advise and oversee arrangements.	Throughout Y6	Barriers to achieving their full potential will be removed and SEND pupils' attainment will be commensurate with their ability.
To ensure Physical Education curriculum is accessible to all.	Promote opportunities from external providers (e.g. Primary Sporting Development (PSD) and Wealdstone FC) for pupils to participate in SEND sports events.	PE curriculum lead's lesson observations and monitoring. SLT learning walks and observations.		All pupils participate fully in PE lessons, with modified role/ equipment/ adult support when required

To promote equal access for all families to extended day provision	Liaise with Junior Adventure Group staff to share strategies for specific pupils	Class teacher/ Inclusion Manager, SLT discussions with families of SEND pupils	Ongoing	Pupils with SEND attend Breakfast and After School Clubs and are well catered for.
<b>ACCESS TO INFORMATION</b> AIM: To provide all pupils, families and adults with equal access to information.				
For school communications to be available in alternative formats.	Parents/carers asked about information access needs when child is admitted. To begin to provide alternative formats where needed. Office staff to update Inclusion Manager and class teachers of families' needs. Information access needs of family to become part of 'hand -up' transition notes at end of year. EAL/ MFL Lead and governor to communicate with and assess/adapt provision for families with English as an additional language.	Inclusion Manager and class teachers to oversee alternative provision.	Ongoing.	School will be able to provide written information in different formats when required for individual purposes. All stakeholders will have full access to school communication.
For all pupils to access key information	Consistent use of visuals, social stories, transition booklets and a range of teaching strategies throughout the school.	SLT/ Inclusion Manager learning walks and observations.	Daily	Pupils with disabilities understand routines and expectations.