

Sacred Heart Hindsford R.C. Primary School

Accessibility Policy and Plan



Policy written by I. McDermott –

Head Teacher

January 2020

Accepted by Governors:

J. Carter
J. McDermott

signed (chair)
signed (Head)

Shared with staff: date: January 2020

**By living out our Catholic faith
TOGETHER
we ENCOURAGE
and ACHIEVE**

"I have called you by name"

Section 1:

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This plan will be reviewed every three (3) years by the School Business Manager and the Head Teacher who will then present their findings to the Governing Body for approval. The plan will then be available publicly on our school website.

The Equality Act 2010 states that the definition of disability is:

4.4 The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. 4.5 The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

We constantly evaluate the needs of our pupils and ensure appropriate provision is in place for all children so that they can achieve their potential.

We have 'High Expectations For All!'

The purpose of the plan:

Increasing the extent to which disabled pupils can participate in the curriculum.

Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

Improving the availability of accessible information to disabled pupils

The plan aims to contain relevant actions to improve access to **the physical environment, the curriculum and written information for disabled pupils, staff, parents and visitors by making reasonable adjustments.**

Some actions identified in the plan may not be able to be addressed immediately and will therefore be rolled forward into subsequent plans. Reasonable adjustments will be made wherever feasible to ensure the best possible opportunities for all of our pupils.

This plan should be read in conjunction with the following policies which are available on the school website:

Safeguarding Policy
 SEN Local Offer
 Behaviour Policy
 Anti-Bullying Policy
 SEMH + SMCH opportunities and provision.

Advice from Wigan Council, the Department for Education and Ofsted have been considered when writing this plan. **The School Business Manager will monitor the plan and report any changes the Head Teacher and Governors.** The school also understands that Ofsted will also monitor this plan as part of their inspection process.

Training will be provided through the school's CPD programme for all staff and governors in the matter of disability and discrimination.

Any complaints or issues should be discussed with the Head Teacher.

Section 2:

Aims and objectives Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims and highlights current good practice

Item	Activity and Outcome	Timescale	Cost
<i>Hall door access</i>	<i>Portable ramp for steps leading to hall entrance / exit doors. Thus providing access to restricted access area of the school.</i>	by August 2016	approx £500
	Permanent ramp leading to the hall entrance / exit doors. Permanent access to the hall.	October 2018	Part of a larger project involving door security
Disabled Toilet	The school currently has a disabled toilet situated in the infant corridor. In the future, this room could be further developed to include a changing facility for those with limited or no bladder and bowel control.	On-going subject to funding	approx £3000

Steps from the main building to the hall.	If the budget allowed ideally we would have a stair lift on the stairs. However as funding is not currently available an alternative route to the hall via the playground makes the whole building accessible.	On-going subject to funding	approx £4000+
<i>Exit and entrance systems</i>	<i>The school has installed entrance keypads and exit buttons / bars on all main doors at an accessible level for all disabled pupils, staff or visitors to the school.</i>	<i>completed</i>	<i>N / A</i>
<i>Corridors</i>	<i>Since the completion of the school internal renovation the corridors are all wide enough for wheelchair users to manoeuvre around the entire school.</i>	<i>completed</i>	<i>N / A</i>
<i>External areas</i>	<p><i>The school car park has a disabled parking space and good lighting from the car park to main walkways.</i></p> <p>Improved lighting from the main door, along the path to the car park.</p> <p><i>All pathways and playgrounds are accessible to wheelchair users and have good lighting.</i></p> <p><i>To maintain these areas the caretaker ensure that all rubbish is cleared and during winter months, a walkway around the school is gritted to provide all users with safe pathway to and from the school gate.</i></p> <p><i>Any issues with the external school grounds such as holes, raised grids or potential safety hazards are reported to the school business manager who arranges repairs as soon as possible.</i></p>	<p><i>On-going</i></p> <p>April 2019</p>	<p><i>N / A</i></p> <p>Part of a larger project involving school security.</p>
<i>Escape and evacuation</i>	<p><i>The school complies with fire regulations and has ample signage in the event of fire showing the route to escape. Fire plans are also on the wall of every room giving evacuation guidance. All children and staff regardless of ability take part in termly fire drills. All doors that are held shut by mag locks release when the fire alarm sounds.</i></p> <p>School has investigated whether we can change the external steps from Y4 into a ramp – however, the gradient and length of pathway are not compatible with health and safety requirements of a ramp – it will stay as stairs – alternative route out via Y6</p>	<i>On-going</i>	<i>N / A</i>

<i>Extended services</i>	<i>Services and equipment can be sought from the local authority as and when they are needed to provide additional support for the needs of specific children. E.g. Radio mic's and hearing impairment teachers are available if there are children identified with hearing difficulties / impairments.</i>	<i>On-going - as required</i>	<i>N / A</i>
<i>Calming spaces</i>	<i>Spaces within school have been identified to help children with specific needs to learn outside their classroom when necessary e.g. "The bubble". We plan to continue to use our space to its full potential by developing a "spiritual garden" that can be used to develop the spirituality of all children and provide a calming sensory space for children with specific needs.</i>	<i>by August 2016</i>	<i>£1000</i>
Calming Space	Wall displays and areas within school now follow the 'Communication Friendly Spaces' theory – reduction in visual stimuli to promote children's well-being and opportunities to learn.	June 2019	£500 + on-costs to maintain.
Calming Space	A sensory room / library area to be developed. A place where children can go to relax and have access to sensory resources to aid their well-being.	On-going subject to funding and particular needs of our pupils.	£ 3,000 +
Well-being (SEMH)	A carousel of activities from 8.45 – 9am to aid children's well-being and to ensure a calm and positive start to the day (includes story time Wednesday). Change to provision and resources to help create a calming environment within class and school (Sensory box in every class – no work in the staffroom during lunchtime etc...separate plan) for both children and staff CAMHS support worker – named worker for school. Triage children's needs within school and offer appropriate support where required and is available.	April 2019 January 2020 – start of planning sequence January 2020 – start of the initial meetings	N / A £500 + on-costs to maintain Service provided by Wigan council.

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Date: January 2020

Review date: January 2022