

# Sacred Heart R.C. Primary School

## Accessibility Plan

Based on the National College Policy



Policy composed by I. M<sup>c</sup>Dermott headteacher

Shared with Governors: Summer Term 2025

Shared with staff: Summer Term 2025

Shared with parents: Summer Term 2025

**‘With Christ as our guide, we inspire and thrive’**

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## Statement of intent

This plan outlines how **Sacred Heart RC Primary School** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## 1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## 2. Roles and responsibilities

**The governing board** will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

**The headteacher** will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

**The SENCO** will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

**Staff members** will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

## 3. The Accessibility Audit

The headteacher / SENCO / governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## 4. Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
<b>Short Term</b>	Unknown levels of need when pupils join our school.	Enhance information requested prior to joining and at the point of joining. Speak with external services	Office Staff  Class teachers / SENDCo	Summer 2025 – ongoing	Improved information shared before children join so staff are better prepared to meet any needs.	Achieved. Continue to monitor and refine
<b>Medium Term</b> <b>Frequency and places changes</b>	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers / SENDCo	Summer 2025 – ongoing	Planning of school trips takes into account pupils with SEND	Trips are currently better prepared for pupils with SEND. Continue to monitor and refine – Y6 residential – 2027 / 2028
<b>Medium Term</b>	Adaptation of lessons rather than differentiation	Adaptations to planning and resources – prepare at the outset.	Teachers / SENDCo Subject Leaders	Spring 2025 – ongoing	Children engage more with the curriculum. Children can recall and link learning better. Children can discuss their learning with greater fluency.	Annually 2026 – Changes to preparation are having a positive impact. 2027 - 2028 -
<b>Long Term</b>	Pupils with SEND cannot access lessons despite adaptations	Provide tablets, assisted technologies, reading overlays, sunglasses and other adjustments for pupils with SEND	Headteacher / subject leads / SENCO	Summer 2025	Pupils with SEND can access lessons	Annually - Continue to monitor and refine

## 5. Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short Term</b>	Children with physical disability who need support with evacuating the school – any new pupils <b>Currently no children have issues</b>	PEEP to be completed as a matter of urgency Seek external advice if necessary	Headteacher	Ongoing	Children can safely exit or move around the building if an evacuation or invacuation procedure is required	Annually <b>2026 – no pupils</b>
<b>Medium Term</b>	Children with visual impairments – how accessible is the school site – stairs / corridors (shelves)	Review of school depending on need of any pupils. New plans in place to support. Possible remodelling of school – toilets	Headteacher	Ongoing	Visually impaired children can safely move around the school site, accessing all areas independently.	As and when the need arises <b>2026 – no pupils</b>
<b>Long Term</b>	Toilet provision – If number of children requiring disabled toilet space continues to increase – currently only 1 toilet – also used as male staff toilet	Speak to archdiocese (own the building) Speak with architect	headteacher	Ongoing	Sufficient disabled toilet spaces to meet the need.	As and when the need arises <b>2026 – current provision is sufficient.</b>

## 6. Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
<b>Short Term</b>	Change in context of pupils and families. Accessibility of information?	Explore Arbor support features. Google Translate AI Translate Word and PDF translations – voice and language	Headteacher School Business Manager Class Teachers	Ongoing	Children and families receive the information in a manner which enables them to learn, prepare or engage with school.	Annually – as the need arises / further change to school context.
<b>Medium Term</b>	Accessibility of information on the school website?	Monitor requests for information from website to school  Simplify the amount of information on the website  Continue to update the applications / software / themes etc... on the website	Headteacher School Business Manager Website Support	Ongoing	Information is more accessible to more people	Annually – currently no issues have been reported. All updates and patches have been applied.  New Ticker been inserted into the website – inform school if you experience any accessibility issues. (April 2026)
<b>Long Term</b>	Accessibility and ease of use of website	Explore new website formats  Explore amount of information on the school website and streamline	Headteacher School Business Manager	2026 - 2028	Website incorporates all new accessibility features, including safe use of AI	Autumn 2026 - ongoing

## 7. Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is Summer 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.