

**SACRED HEART**

**CATHOLIC PRIMARY SCHOOL**

**ACCESSIBILITY PLAN**

**2024**

**Presented to LAC: October 2024**

**Review Date: September 2025**

**Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

• Increase the extent to which disabled children can participate in the curriculum

• Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided

• Improve the availability of accessible information to disabled children

Our school aims to create a community in which the Catholic ethos is fostered at all times. We aim to treat everyone fairly and with respect, this involves providing access and opportunities for all without discrimination of any kind. We will:

• value and encourage all children equally, by respecting the rights of disabled children to have equal access to the curriculum and other activities

• work towards making the physical environment fully accessible to parents, visitors, staff and children with a disability

• pursue an inclusive policy which enriches the lives of all our children by reflecting the diversity of the wider community and promoting positive attitudes towards disabled people

• encourage participation by disabled people in public life through positive discrimination if necessary.

Our Accessibility Plan relates to key aspects of the physical environment, curriculum and written information and contains relevant and timely actions to:-

* Increase access to the curriculum for children with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that children with a disability are equally prepared for life as the able-bodied children; (if a school fails to do this it will be in breach of their duties under the Equalities Act 2010) This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities and school visits- it also includes the provision of specialist and auxiliary aids and equipment, which may assist these children in accessing the curriculum within a reasonable timeframe
* Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary- this includes improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
* Improve the delivery of written information to children, staff, parents and visitors with disabilities; examples may include hand-outs, information about the school and school events. The information will be made available in various preferred formats within a reasonable timeframe

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Specialist support for children with a variety of disabilities may be consulted as appropriate and includes:

o Learning Support Service

o Behaviour Support Service

o Educational Psychology Service

o Communication, Language, Autism and Sensory Services

o Speech and Language Therapy Service

o LA Service for Children with Physical Disabilities

o School Nursing Service

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including children, staff, parents and governors of the school.

**Legislation and guidance**

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. 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.

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.

Schools are required to make ‘reasonable adjustments’ for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.