



Sacred Heart Catholic College

Accessibility Plan	
Reviewed by:	Governors

Approved by:	Governors Health and Safeguarding Committee
Date approved:	February 2021 Draft
Next review due by:	February 2022

Accessibility Plan

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

The main targets of the plan are to:

- Ensure that the curriculum is differentiated to meet the learning needs of students with SEN and disabilities, and for ensuring that target setting is effective and appropriate.
- Manage and improve the physical environment of the school buildings and grounds in order to meet the needs of a range of current and prospective students with disabilities.
- Establish a culture of mutual trust and respect between all members of the school's community
- Build a community that respects the celebration of achievement at all levels.
- Improve the availability of accessible information to disabled students.

Principles

Compliance with the DDA is consistent with the College's aims and equal opportunities policy, and the operation of the College's SEN policy;

The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- o to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- o setting suitable learning challenges
- o responding to pupils' diverse learning needs
- o overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

d) Financial planning and control

The Headteacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Development Plan.

Action Plan

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- o School Development Plan
- o Staff training and development plan
- o Building and site development plan
- o SEN policy
- o Equal Opportunities policy
- o Curriculum policies
- o Governor training plan

Appendix 2

School Access Plan

		Objective	What	How	When	Goal Achieved
Short term	1	Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting Governors meeting	Spring term & Summer term 2015	School complies with requirements of DDA and Code of Practice
	2	Improve availability of written material in alternative forms	School aware of local and County services for converting written information into alternative formats	SENCo researches and discusses with STA services	Spring term 2015	School able to deliver information to all pupils and parents with disabilities
Medium term	3	Improve working environment for pupils with visual impairment	Incorporate appropriate colour schemes when refurbishing, and install blinds on south-facing windows	Seek advice from LEA building surveyors and STA VI	Spring term & Summer term 2017	VI pupils able to work independently in all teaching areas
	4	Improve provision for children with ADHD and related disorders	Develop staff's knowledge and skills in managing children with ADHD etc.	Staff training day, led by EP, for teachers and LSAs	Summer term & Autumn term 2016	Staff have increased confidence and skills in working with children with ADHD and related disorders
Long term	5	Improve access to all ground floor teaching areas	Ramped access to main entrance and playground entrance to the School	Planned use of devolved capital allocation, as part of planned refurbishment	2022	All ground floor teaching areas accessible
	6	Create wheelchair accessible toilet	Adaptation of existing mens toilet to create separate uni-sex accessible toilet	Devolved capital. Consult building inspector and Archdiocese surveyors on feasibility and cost	Autumn 2022	Wheelchair users have independent access to toilet.
	7	Create changing facilities for LGBT pupils	Adaptation of existing changing rooms to provide a separate area	Devolved capital. Consult building inspector and Archdiocese surveyors on feasibility and cost	Autumn 2022	LGBT pupils have separate facilities