

# ACCESSIBILITY PLAN



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<b>Approval level</b>	3Cs
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## Contents

1. Aims.....	3
2. Legislation and guidance .....	3
3. Action plan .....	4
4. Monitoring arrangements .....	6
5. Links with other policies .....	6
Appendix 1: Accessibility audit .....	<b>Error! Bookmark not defined.</b>

## 1. 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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

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 staff and governors of the school.

## 2. 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase provision for children with high need autism</p>	<p>Our school offers a differentiated curriculum for all pupils. We seek advice from The Bridge Outreach team as needed.</p> <p>The Bridge Outreach provide training for staff around autism.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>High need autism is a predictable need within the school.</p> <p>-The school needs specialist provision to meet the need of children with high need autism.</p> <p>- Introduce a tracking system for those not able to access the curriculum</p>	<ul style="list-style-type: none"> <li>• Create a specialist provision for children with high need autism</li> <li>• Specific training for staff who work directly in the resource base</li> <li>• Invest in a tracking system for pupils not accessing the curriculum</li> </ul>	<p>CLF and JL</p>	<p>Summer 2024</p>	<ul style="list-style-type: none"> <li>• Pupils with high need autism have an appropriate setting within the school.</li> <li>• Children not able to access the curriculum have their progress tracked and measured.</li> <li>• Staff are trained in supporting high need autistic children</li> </ul>

<p>Improve and maintain access to sensory resources and environment</p>	<p>Sensory resources are included into classroom environments to meet the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Chewy resources</li> <li>• Sensory lights</li> <li>• Weighted blankets</li> <li>• Wiggle cushions</li> <li>• Sensory tents</li> </ul>	<p>Children are coming into school with more complex sensory needs.</p>	<ul style="list-style-type: none"> <li>• Create a resource base for sensory resources, which children can access as required</li> <li>• Ensure staff are aware and trained on the sensory needs of individuals</li> <li>• Seek professional advice, such as occupational therapist, The Bridge Outreach</li> </ul>	<p>CLF and JL</p>	<p>Summer 2024</p>	<ul style="list-style-type: none"> <li>• All children to be included in the full school day</li> <li>• A safe environment for children to receive sensory input</li> </ul>
<p>Maintain safety for visually impaired people</p>	<ul style="list-style-type: none"> <li>• We seek advice from Richard Cloudsley about how to ensure we meet the needs of visually impaired pupils.</li> </ul>	<p>Children are coming into school with more complex needs.</p>	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</p> <p>Check exterior lighting is working on a regular basis</p> <p>Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</p> <p>Check flashing beacons that signal fire alarm activation regularly</p>	<p>CLF and JL</p>	<p>Annually, and as new children join the school throughout the year</p>	<p>Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.</p>

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the 3Cs committee.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy