

# SACRED HEART CATHOLIC HIGH SCHOOL



## Accessibility Plan

Approved by:	LGC	27 <sup>th</sup> November 2014
Last reviewed on:	July 2024	
Next review due by:	July 2025	

## ACCESSIBILITY PLAN

### Scope

This Accessibility Plan should be read in consultation with the SEND Policy, the SEND Information Report and the Annual SEND Report. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favorably than other pupils.
- The facilities provided to assist access to the school by pupils with SEN and disabilities (Children's and Families Act 2014, Part 3).

This policy has been adopted by the Local Governing Committee to meet national regulations as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

### Definition

A disability is defined in the Equality Act 2010 as:

"A person has a disability 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 carry out normal day to day activities" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '**substantial**' means '**more than minor or trivial**'. '**Long-term**' means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

**A significant number of pupils are therefore included in the definition.**

Sacred Heart Catholic High School recognises its duty:

- 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.
- To publish an accessibility plan.

### Purpose

The purpose of the plan is to address the needs of all our community ensuring access and inclusivity in all ways – including access to all areas of our building and full access to all areas of our curriculum and wider programmes of opportunity. We want all of our children and young people to be happy and fulfilled at Sacred Heart. Children and young people with special educational needs and disabilities can be disadvantaged if their needs are not met. Meeting their needs will improve their rate of progress, involvement, and inclusion in society. This will help them to achieve more as individuals. By narrowing the gap in achievement this will in turn reduce inequality and allow this Sacred Heart community to benefit from the contribution that these children and their families can make to society as a whole.

## The Plan

Sacred Heart Catholic High School aims to:

- **Increase the extent to which disabled pupils can participate in the curriculum.**

All pupils will be provided with a broad and balanced curriculum which fits their needs. The curriculum will be differentiated to take into account different learning styles and preferences. Any barriers to learning will be overcome so the curriculum is accessible to all.

- **Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.**

Sacred Heart Catholic High School will take into account 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. However, the campus style site does mean that access to all areas of the school is not possible for wheelchair users.

- **Improve the availability of accessible information to disabled pupils.**

The school will work with the LA and external agencies to ensure they are following the advice of professionals. Sacred Heart staff will make themselves aware of how to find out about local services that may be of use to a disabled student they are teaching.

#### **Policy statement**

It has always been at the core of Sacred Heart School to nurture and develop the moral, physical, emotional and spiritual needs of all of our students. Uniquely in our history lie the words of St Madeleine Sophie – “I would have done it all for one child.” This is something which we bear witness to in our everyday mission as educators, and chimes harmoniously with the recent legislation.

#### **The current provision**

In practical terms school policy is manifest in the many investments and developments that we have made including:

- Installation of lift in main foyer affording access to all levels for students, staff and visitors. All other buildings on site provide lift access enabling wheelchair users access to most areas on the school campus.
- Purchase and installation of evacuation chairs in each building with training for staff in event of use.
- Refurbishment of classrooms, e.g Science labs, Technology rooms, to accommodate wheelchair users to enable practical work.
- Creation of disabled parking bays with dedicated pick-up and drop-off zones for users.
- Creation of designated area for purpose of recharging electric wheelchair.
- Appointment of additional staff to support and encourage the learning of students with particular access requirements.
- Training of key member of staff to fulfil role of ‘moving and handling’ trainer of staff on site.
- Designated staff to assist wheelchair users in event of emergency evacuation being required.
- Staff from external agencies monitor students through the school.

Note: the developments we carry out do have to take into account that the school buildings are on a campus. Many of the buildings are established buildings with classrooms on many levels. Where adaptations can't be made, we work with families to ensure our students with disabilities have a varied curriculum and an inclusive experience in school.

#### **Relationship with other policies and procedures**

- Safer Recruitment Policy
- Health and Safety Policy
- SEN and Disability Policy

### **Monitoring and review of policy**

In addition to the annual review of this via the Local Governing Committee there is a particular need for the school to be responsive to the individual needs of students and staff. For this reason the parent/student voice is an all-important feature and is to be assessed termly via phone calls and parent meetings. Hence the monitoring of this policy falls within the remit of Deputy Headteacher with responsibility for site, Assistant Headteacher with responsibility for pastoral care, the school SENCO and the Site Manager who may need to be responsive to the physical environment of both the site and buildings.

#### Statement of Intent:

This plan outlines the proposals of the governing body of Sacred Heart Catholic High School to increase access to education for all pupils with disabilities in the three areas as required by the planning duties of the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in the school's curriculum.
2. Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services.
3. Improving information delivery to students with disabilities.

The governing body also recognizes its responsibility towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision 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 the:

- Parents of students
- Employees
- Governors
- External partners

Curriculum and Improving delivery to students:

	Target	What	Who	When/ review	Outcome	Impact
	Staff members are fully aware of the additional needs of all the students with SEND	Parent and student voice surveys to inform teacher overviews/ learning support plans. Audit of support plans and key information.	SENDCo and Deputy SENDCo Review: ongoing-2025	Autumn Term 2023	All staff at Sacred Heart will have access to the most up to date and relevant SEN information.	Staff are better prepared to plan for the individual learning needs and each
	Schemes of work are appropriately designed to meet the needs of SEND learners with appropriate stretch and challenge.	Students with a range of SEND needs are appropriately/effectively planned.  A graduated response to meeting the needs of each individual with wave 1 quality first teaching, LSA support (when required) and targeted support and intervention (as identified by the class teacher and SEND team).	HoDs/ SENDCo/ teachers/ Teaching and Learning Team	Autumn Term 2023	Schemes of learning in all departments are appropriately adapted to stretch and challenge students with a range of needs.	Ongoing, 2025
	Further develop pupil voice to inform the development of the accessibility plan.	Pupil voice through keyworking at least once per term.  Student surveys each term.	Keyworkers, students, SENDCo	Autumn term 2023-2025	Respond to any concerns arising from pupil views to support/inform planning	Monitor progress towards future developments
	Liaise with specialist teachers,	School have employed an additional counsellor.	School counsellors	Autumn term 2023-	Developed relationship with families	Greater pupil engagement and improved

	<p>school counsellors and school's Educational Psychologist to ensure support for SEMH is available to students in school.</p>	<p>School have increased time that the Educational Psychologist is working with students in school.</p> <p>SENDIASS bi-weekly support with identified pupils and drop in available.</p> <p>Every student on the SEND register has a keyworker.</p> <p>All students and families have access to the Wellbeing Hub.</p> <p>Family Partners engagement and Early Help Plans</p> <p>Local Inclusion Panel Referral System- including Team Around the School</p> <p>Regular SEND CPD (at least once per half term to raise awareness and acceptance of difference and develop support strategies for students.</p> <p>Whole school trauma informed practice training.</p>	<p>Educational Psychologist</p> <p>SENDCo</p> <p>SENDIASS</p> <p>Keyworkers</p>	<p>2025</p>	<p>and students with SEMH.</p> <p>Early identification of students resenting with SEMH.</p>	<p>attendance.</p> <p>Appropriate interventions delivered and support provide</p> <p>Improved access to the curriculum</p>
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Facilities and buildings

	Target	What	Who	When/	Outcome	Impact
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	The school's physical environment is more accessible (main building older building to less accessible that recently built buildings)	Audit of all buildings to ensure that modern building are accessible and the main building is accessible as possible.  Maintain the disabled parking spaces and ramp access points within school.	Director of site, site team	Autumn Term 2023-2025	The school are aware of accessibility gaps, and this is taken into consideration when planning the location for the delivery of the curriculum to meet the needs of SEND students and school events.	Safe mobility and access around the school site and teaching areas of the school.
	To improve the indoor and social spaces for students	Pupil voice and school council to involve pupils in development of school	Students, staff	Autumn term 2023-2025	Improved facilities for pupils Improved behaviour during social times	Improved facilities for students
	Arrangement of school events to take account of students/ parents/ carers with disabilities	Ensure site is fully accessible to visitors and member of the public (the areas that they might go)	Director of site, site team	Autumn Term 2023-2025	Greater ease and accessibility for the public	Improved facilities and space for public use.