



*DIOCESE OF NORTHAMPTON*

*Sacred Heart Primary School  
Langford Drive  
Luton*

*Accessibility Policy and Plan*

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**Sacred Heart Primary**  
**Accessibility Policy and Plan**



This Policy and Plan is written in the light of our school mission statement and aims:

*“Jesus at the Heart of all that we do”*

At Sacred Heart, we have due regard for our duties under the Equality Act 2010. The Accessibility Policy reflects our duties to: eliminate discrimination, advance equality of opportunity and foster good relations”

### **Introduction**

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.

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010 :

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **Vision and Values**

Sacred Heart Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The school’s commitment to equal opportunities is driven by our Mission Statement and the National Curriculum Inclusion statement.

The school:

- Sets suitable learning challenges;
- Responds to pupils’ diverse needs;
- Takes all reasonable measures to overcome potential barriers to learning and assessment for individuals and groups of pupils.

Sacred Heart Primary School aims to identify and remove barriers to disabled pupils in every area of school life and makes all children feel welcome irrespective of race, colour, creed or impairment.

### **Mission Statement**

#### **‘Jesus at the Heart of all that we do’**

In the light of our school mission statement we believe that Religious Education is the centre around which the planning and teaching and learning in our school is focussed. The Gospel values form the core of our aims and objectives and provide the sure foundation on which the seeds of faith can be nourished and can flourish in the hearts and minds of everyone in our school.

## **Aims**

To work together to create a community in which the Catholic ethos of the school is fostered at all times.

To introduce the children to the teachings of Jesus.

To encourage them to seek knowledge and to love it. A knowledge that embraces both religious and human growth, for the world and all that is in it, is made by God.

To nurture and nourish the seed of our faith planted in each child, as he or she progresses along their journey of life.

To encourage each child to grow in self esteem, stay healthy and to foster a positive attitude to life.

To foster and develop in all pupils a mutual regard, understanding and respect for others.

To establish high expectations in all curriculum areas and a commitment to setting and meeting challenging and realistic targets in which all pupils in our school reach their full academic potential.

To provide a caring, secure and stimulating environment in which each child can grow in a community which daily celebrates the gospel values in practice.

To encourage children to respect the cultures and religious beliefs of others.

## **Definition of disability**

The Equality Act defines a disabled person as someone who has a 'physical or mental impairment which 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. '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 a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the person's ability to carry out normal day-to-day activities is adverse, substantial and long term.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day to day activities that has to be considered.

## Pupil Data

Sacred Heart Primary School is a two form entry school with approx. 405 on roll. The percentage of school's population with disabilities and SEN when compared with other schools nationally has been low. However the school now finds itself welcoming a growing number of children with SEN and disabilities. At the present time (Autumn 2018) 52 children on the SEN register and in addition 15 pupils with care plans.

The children have a wide range of disabilities and needs and include:

Nature of Disability/Need	Numbers of Pupils	SEN
Autistic Spectrum Disorder	1	1 EHC
Severe Learning Difficulties	1	1 EHC
Mental Health, Behaviour, Emotional and Social Difficulties	9	9 School Support
Profound and Multiple Learning Difficulty	1	1 EHC
Moderate Learning Difficulty	27	27 School Support
Speech and Language	13	1 EHC 12 School Support
Visual Impairment	0	0
Hearing Impairment	0	0

Attendance levels for children with disabilities is in line with whole school data.

Whole School Attendance 2017/18 - 96%

Attendance for disabled/SEN pupils 2017/18 - 95%

There have been no permanent exclusions in the last three years although there have been four one day exclusions. Exclusions are rare due to efforts made to support children with behavioural issues through 'Behavioural Support Plans'.

The school works closely with SEN Support Team and the preschool settings who have children transferring into the Foundation Stage in order to provide the necessary support and resources for children with special needs.

On occasions when children are admitted into the school with little or no indication that additional resources are required, advice is sought from the LA Educational Support service.

### **School Information**

All pupils have equal access to all areas of the curriculum, after school clubs and school trips. Where a pupil has a specific barrier to accessing certain areas of the curriculum, advice and support is always sought from the appropriate outside agencies or special schools e.g. children with physical impairment may find accessing PE challenging. The school takes advice from local special schools.

School trips, after school clubs, extracurricular activities and events arranged by the 'Friends' association are open to all children.

In FS and KS1 the school is a ground floor building with few steps. There is good access to all areas of the school. The main entrances are all accessed via ramps. In KS2 the building has a second floor accessed by stairs; these areas are presently used by Years 3 and 6. There is good access to all areas on the ground floor. The school has recently refurbished its disabled toilet provision there are disabled toilet facilities in the KS1 and KS2 buildings. There is a clean medical room in the KS1 building.

The Learning Lodge, which is used by the Breakfast and After School Club, has an access ramp; a disabled toilet is available in the nearby KS1 building.

All pupils achieve well and make good progress including those disabled children and children with SEN.

<b>KS1 Achieved Expected 2018</b>		<b>School Results (%)</b>	<b>LA Results (%)</b>	<b>Difference</b>	<b>National Results (%)</b>	<b>Difference</b>
<b>RWM</b>	All	67	62	+5	65	+2
	Boys	53	55	-2	60	-7
	Girls	82	70	+12	71	+11
	SEN Support	20	19	+1	21	-1
	Statement/EHC	0	4	-4	8	-8
<b>Reading</b>	All	73	72	+1	75	-2
	Boys	59	65	-6	71	-12
	Girls	89	79	+10	80	+9
	SEN Support	20	29	-9	33	-13
	Statement/EHC	0	6	-6	13	-13
<b>Writing</b>	All	75	66	+9	70	+5
	Boys	56	58	-2	63	-7
	Girls	100	75	+25	77	+23
	SEN Support	20	24	-4	24	-4
	Statement/EHC	0	5	-5	9	-9
<b>Mathematics</b>	All	77	74	+3	76	+1
	Boys	66	70	-4	75	-9
	Girls	89	77	+12	77	+12
	SEN Support	20	34	-14	36	-16
	Statement/EHC	0	4	-4	13	-13
<b>KS2 Achieved Expected 2018</b>		<b>School Results (%)</b>	<b>LA Results (%)</b>	<b>Difference</b>	<b>National Results (%)</b>	<b>Difference</b>
<b>RWM</b>	All	75	58	+17	64	+11
	Boys	64	54	+10	61	+3
	Girls	92	61	+31	68	+24
	SEN Support	40	19	+21	24	+16
	Statement/EHC	-	10	-	8	-
<b>Reading</b>	All	87	68	+19	75	+12
	Boys	81	64	+17	72	+9
	Girls	96	72	+24	79	+17
	SEN Support	73	37	+36	43	+30
	Statement/EHC	-	11	-	16	-
<b>Writing</b>	All	78	73	+5	78	0
	Boys	70	68	+2	72	-2
	Girls	92	79	+13	85	+7
	SEN Support	40	32	+8	37	+3
	Statement/EHC	-	12	-	13	-
<b>GPS</b>	All	85	76	+9	78	+7
	Boys	78	72	+6	73	+5
	Girls	96	80	+16	82	+14
	SEN Support	60	38	+22	39	+21
	Statement/EHC	-	13	-	16	-
<b>Mathematics</b>	All	87	72	+15	76	+11
	Boys	83	72	+11	75	+8

	Girls	92	71	+21	76	+16
	SEN Support	67	39	+28	42	+25
	Statement/EHC	-	17	-	15	-

## CONSULTATION PROCESS

WHO	WHEN	HOW
Staff	November 2018	SLT meetings with SENCO, staff meetings.
Governors	Dec 2018	Governing Body committee meetings – finance and premises, curriculum and representatives of those committees to look at plan in detail.
Parents	November 2018 December 2018	Discussions with parents of SEN children. Parentmail to parents
Pupils	Annual Reviews	Discussions with children and their support workers.
LA	December 2018 and throughout the year	Consultation with school improvement advisor, learning support advisor and members of the Access Team.
Wider Community	December 2018	Consultation with diocesan advisors- Luton Catholic Schools' SEN partnership meetings. .

### Priorities

The school has identified the following priorities for its Accessibility Plan.

To ensure new members of staff are aware of what the Equality Act requires of them.

To ensure that staff training is provided to ensure staff can support the needs of disabled pupils.

To continue to adapt to the needs of disabled pupils to ensure they can participate in all areas of the school curriculum.



To continue to improve the physical environment of the school to ensure disabled pupils can take advantage of education and associated services.

To support parents with disabilities to fully access school and services provided

To support children of parents with disabilities to fully access school and services provided.

To seek the views and aspirations of disabled pupils and their parents.

### **Management, Co-ordination and Implementation**

This Disability Equality Scheme represents the school's vision backed up by key actions which will be carried out within the next three years. There will be:

- Clear allocation of lead responsibility
- Clear allocation of resources
- Indication of expected outcomes
- Clear timescales
- Specified time-scale for process and review:

The governing body will monitor and review this scheme. Findings will be reported annually to all members of the school community.

### **Evaluation**

There will be internal evaluation of this scheme as above, and also with the school improvement partner and OFSTED. Evaluation of this scheme will therefore be incorporated into the OFSTED SEF, as will the data giving information on the number of disabled pupils in the school, and their achievements.

### **Reporting**

There will be an annual report on this scheme demonstrating:

- Progress made
- Outcomes achieved
- Work in progress
- Amendments to the scheme.

This report will be published as follows:

- On the school's website
- Hard copy will also be available to all school members, in the form of alternative communication where necessary.

### **Links with other school plans and policies:**

This Scheme is to be read in conjunction with the School Accessibility Plan. Together, they are intrinsic to:

- The School Improvement Plan
- The Equal Opportunities Policy
- Anti-Bullying Policy
- SEND Policy
- Administration of Medicine
- Toileting and Intimate Care Policy
- Attendance Policy

**Views of those consulted during the development of the plan**

Parents , pupils school staff and governors have been consulted in order to write the plan. Comments and recommendations have been taken account wherever possible and included in the plan. Through feedback received through parent consultations and pupil progress meetings we are confident that the school adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the child when planning for support.

**Review date: September 2021**

**Priority 1: To increase the use of pupil data to inform provision for curriculum planning and identified resource needs.**

**Success Criteria: Highly level of participation in whole school life.**

Objective To use pupil data to improve provision and outcomes for disabled pupils.				What success will look like Pupils admitted to the school will have appropriate provision in place. Disabled pupils will have a smooth transition into school and be more involved in whole life of the school.		
Actions required (steps to be taken)	Action by whom	Action by when	Resources & staff development needs	Funding Source	Monitoring – how and who	Notes on progress
To obtain advance information on future pupil intakes and individual pupils who are not part of planned admissions.	Headteacher SENCO SENST Team	On going. Spring Term preceding admission to school.	SENCO Time	SB	GB – Curriculum, premises committees	
To ensure smooth transition as children change teachers. Transition Meetings between staff timetabled- staff guidelines on transfer of information distributed and discussed at staff meeting. Transition Plans for identified pupils. Summer term structured conversations with Parents .	Headteacher SENCO Assistant Head – KS2 Deputy Head KS1	Autumn term  July				
To use data analysis to monitor progress and achievement of identified pupils. Ensure that pupil information is entered on SIMs/LATs	Headteacher SENCO/DH TK	On going.	Management Time	SB	HT, SIA and GB	
To raise staff awareness of Equality Act 2010 and its requirements. Termly staff meetings on SEN issues	HT, SENCO	September 2018 On going.	3 Staff meetings a year minimum		HT, Learning Support Team	

**Priority 2: To increase the extent to which disabled pupils can participate in the school curriculum.**

**Success Criteria: Improved outcomes for disabled pupils and greater pupil and parental satisfaction with the arrangements made.**

Objective To ensure high quality learning and teaching for all.				What success will look like Increased confidence of staff teaching disabled pupils. Improved outcomes for disabled pupils. Teachers sharing good practice within the school and with other schools.		
Actions required (steps to be taken)	Action by whom	Action by when	Resources & staff development needs	Funding Source	Monitoring – how and who	Notes on progress
To raise awareness of the need to provide an alternative curriculum for disabled pupils if appropriate.	HT,SENCO and LSS	Ongoing support throughout year to teachers. Transition meetings and programme	CPD for all teaching staff. Behaviour Training for all staff Jan 2019 INSET Skills Builder training Staff meeting time.	SB	HT, SENCO, LSS, GB	
To ensure Personalised Learning Support Plans (PLSP) are appropriate to the needs of the individual pupil and relevant to curriculum of year group. SENCO to support class teachers in writing PLSP's during timetabled staff meetings.	SENCO Class teachers	September 2018 Termly staff meetings.				
PLSP's/Care plans to be shared with all staff working with identified pupil including PE coaches and Music/ PPA cover. Class grid for each class identifying individual needs to be kept in planning file for supply teachers( SEN, Disabilities and Medical)	SENCO Class teachers	September 2018 ongoing				

To ensure appropriate professional development for staff on inclusion classroom practice and on specific disability issues.	SENCO	On going	SEN budget (training needs) Epi pen, Asthma, Diabetes, Team Teach and Mental health training. Training on Drawing and Lego Therapy	SB Access Funding LA	HT, Assist Head, GB	
To focus on teaching of basic skills in English and Maths. Continue Assertive Mentoring System and termly pupil progress meetings.	English/maths/Teaching and Learning Co-ordinator	Sept '18 On going	Curriculum coordinator/SENCO meetings, management time Staff Meetings	SB	HT, SENCO	
To have clear assessment of step attainment levels of the full range of pupils. Including the use of P Scales	All Staff	Autumn Term 2018	Staff Meeting			
To identify and plan specific training in SEN strategies for relevant staff.	SENCO	On going	SEN budget (training needs)	SB Access Funding LA	HT, Assist Head, GB	To identify and plan specific training in SEN strategies for relevant staff.
To review the deployment of teaching assistants. (Provision Management)	HT, SLT, SENCO	September 2018 and ongoing throughout the year	SENCO Time, Year Meetings	SB	HT, Curriculum Committee, GB	
Teacher Assistant Training.	DEPUTY HEAD SENCO	September 2018	Supply cover Course costs	SB	HT/ SEN link governor	
To evaluate pupil participation in all aspects of school life and outside in the wider community Provide support for pupils to ensure they can access out of hours activities	HT/ SLT/SENCO/family workers	School Council Meetings/ Pupil Voice Meetings	Non contact time	SB	AHT/ DH/	

**Priority 3: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

**Success Criteria: Physical accessibility increased throughout the school.**

Objective To create an environment that welcomes diversity and difference and improved access that will be good for everyone.				What success will look like The school will have improved physical access; the curriculum will be supported by a diversity of equipment. The internal decoration and provision will enhance accessibility for all.		
Actions required (steps to be taken)	Action by whom	Action by when	Resources & staff development needs	Funding Source	Monitoring – how and who	Notes on progress
Ensure that classrooms are optimally organised for disabled pupils within current restraints. Organise resources within classrooms to reflect student need.	HT	Sept 2018 Ongoing adapt when necessary	SENCO Budget		HT, SLT, SENCO, GB	
Improved working areas for individual pupil support and small group work. Year Group areas to be free of clutter and organised as effective learning spaces. Ongoing school decoration.	Class teachers HT				Termly Learning environment audit - Deputy Head and Assistant Head	
Continue to monitor provision of ramps and improvements to doorways	GB	Jan 2016		Improved access	Governors Seek advice from LA department to ensure reasonable adjustments are made.	
To ensure that particular furniture and equipment is provided for staff to improve access for staff, parents and children	GB	Jan 2016		Improved access		
Change layout of the playground and common areas to create better access for children staff and parents	GB	Autumn 2018		Improved access		

Continue to purchase of additional resources and equipment to enhance resources available in school.	SENCO	On going		SB	HT, GB, LSS	
Family Worker to meet with new parents to identify parental needs re accessibility. Family Worker to signpost parents to available support as needs are identified	FW	Spring/Summer Term for new intake. Ongoing	Transition Meetings	SB	HT/ FS team	

**Priority 4: To improve the delivery to disabled pupils of information that is provided in writing for pupils.**

**Success Criteria:**

Objective				What success will look like		
Actions required (steps to be taken)	Action by whom	Action by when	Resources & staff development needs	Funding Source	Monitoring – how and who	Notes on progress
To regularly review marking and assessment policies to be accessible to all.	Teaching and learning co-ordinator	Autumn term	Staff meeting, management time	SB	HT, GB	
To regularly review how standard information is provided to pupils. Focus on differentiation and narrowing the gap. Homework, timetables, worksheets and notices e.g. picture symbols, simple language, enlarged print and coloured sheets and adapt in light of pupil needs.	All staff.	Spring 2019 – ongoing	Staff meeting	SB	SENCO, HT, GB	