



# Sacred Heart Primary School Accessibility Plan 2017-2020

## **Purpose of the Plan**

The purpose of this plan is to show how Sacred Heart Primary School intends to increase the accessibility of our school for disabled pupils, staff and all stakeholders.

## **Legal Background**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Sacred Heart Primary School is committed to providing an environment that enables full curriculum access and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. We also recognise and value parents’ knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respect the parent’s and child’s right to confidentiality. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils 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 covers 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 pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. This training supports the accessibility of all pupils in all areas of their school life through up to date knowledge and understanding of their needs.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

### **Contextual Information**

The move to the new school building on the Coneygre site was completed in April 2017. The building meets all current regulations and was passed off by Building Control before handover from Willmott Dixon to Sandwell Futures/Sandwell Council and then to the end user – ourselves. All areas of the school are accessible for wheelchair users as the building is single storey with no steps at any of the entrances/exits to and from the building.

### **The Current Range of Disabilities within Sacred Heart Primary School**

The school has children with a range of disabilities which include Autistic Spectrum Disorder, Cerebral Palsy, Down Syndrome, Visual Impairment and Hearing Impairment. If we have children due to enter school with specific disabilities, the school will contact Sandwell Inclusion Support/Sensory Support professionals for assessments, support and guidance for the school and parents/carers.

Children who have asthma are named on a register on our 'Medical Tracker' software, which is updated by Office staff and all staff are made aware of these children. Inhalers are kept in classrooms in unlocked cupboards/desk drawers and children are able to access them to use them when needed.

We have a list of children who have food allergies or intolerances which is kept on our SIMs Management System. The allergies/intolerances are then automatically generated on daily Dinner Registers so that Lunchtime Supervisors and Catering Staff are aware of them. Catering is now done on site in our new purpose built kitchen facility so it is easier to meet the needs of children with food allergies. Photos of the children with allergies are kept in the kitchen by the Unit Catering Supervisor so that children with allergies can be identified. The children also have badges on lanyards that can be worn to identify their needs to other adults. Classroom staff will check for food allergies with Office Staff if they are undertaking any cooking/ tasting activities.

We also have a list of children and Staff who have other allergies (e.g. bees) which is also kept on our SIMs Management System. If children or staff need to have an Epipen, these are stored securely but so that they are accessible at all times. The Epipens are checked to ensure that they are in date by First Aiders (children) and by the Staff concerned. Staff receive Annual training in how to use an Epipen (Latest training held on 19/9/2017).

All medical information is collated and available to staff via Office Staff through both our Medical Tracker software and SIMS Management System.

We have competent First Aiders who hold current First Aid at Work certificates. Currently our named First Aiders are Stacey Jackson (Office Manager) and Janet Slade (HLTA). Emergency First Aid is held by James Hawthorn and all Lunchtime Supervisors.

If we need to give medicine to children returning to school after illness, Administration of Medicines consent forms are filled in by parents/carers outlining the illness and amount and time of medication. These forms are usually completed by the Headteacher (Melanie Gee) or in her absence by James Hawthorn (Deputy Headteacher). All medication that is given is recorded and the forms are kept in a yellow file located in the Headteacher's office.

### Sacred Heart Primary School Accessibility Plan 2017-2020

Targets	Strategies	Outcome	Timeframe	Achieved
<b>EQUALITY AND INCLUSION</b>				
To ensure that the Accessibility Plan becomes an annual item at the Full GB meeting.	Clerk to Governors to add to Agenda items for Full GB meeting (Autumn 2 where able).	Adherence to legislation.	Annually.	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going.	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.	
<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by H & S Governors. Report to HT/SM who will suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access. <b>*As we are in a new school building this should not need to happen</b>	On-going.	
<b>CURRICULUM</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCO/Assistant SENCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going.	

To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation. Complete Risk Assessments based on pre-visits.	All providers of out-of-school education on or off site will comply with legislation to ensure that the needs of all children are met.	As needed	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. specialist chair, special pencil grips, headphones, microphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed as and when required by SENCO/ Assistant SENCO	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
<b>WRITTEN/OTHER INFORMATION</b>				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to talk to parents by phone or send home written information.	Parents are informed of children's progress.	Termly.	

Approved by Governors: November 2017

Review date: November 2020 (or as required)