

# **Sacred Heart Catholic Primary**

## **School Accessibility plan**



**Start date: January 2026**

**Review date: January 2028**

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### 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.

**The governing board also recognises its responsibilities towards employees with disabilities and will:**

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities 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:**

- Pupils' parents.
- The Headteacher and other relevant members of staff.
- Governors.
- External partners

### 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.

This policy complies with our funding agreement and articles of association.

### 3. The Accessibility Audit (See Appendix 1):

The Senior Leadership Team (SLT) will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

- Access to the curriculum – the SLT board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the SLT board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the SLT board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the SLT will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid.
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- Visual disabilities – this includes those with visual impairments and sensitivities.
- Auditory disabilities – this includes those with hearing impairments and sensitivities.
- Comprehension – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents.

### 4. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Resources include items for people with disabilities.</p>	<p>Practices are in place and are validated by our internal and external (NPCAT &amp; Diocese) inspection processes:</p> <p><i>“Leaders and staff have created a friendly, caring and nurturing learning environment. As a result, all pupils, whatever their backgrounds, settle quickly into school.”</i></p>

	<p>Curriculum progress is tracked for all pupils, including those with a special educational need.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p><i>The pastoral lead and Headteacher have a thorough understanding of the needs of vulnerable pupils and their families.”</i></p> <p>Ofsted Dec 2018</p> <p><i>“The well-being and the personal and spiritual development of all pupils is at the core of what Sacred Heart School strives for, as expressed in its mission and vision statements.</i></p> <p><i>Pupils with particular needs in such a varied and shifting community are well looked after through a range of pastoral support, both in-house and external. This is combined with very practical support to families who need it, so that all pupils flourish and feel safe in their Catholic community”</i></p> <p>Diocese of Middlesbrough Inspection Report April 2019</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>● Corridor width</li> <li>● Classrooms open onto the corridor</li> <li>● Wheelchair access to the main school building via the front entrance</li> <li>● Accessible parking bay</li> <li>● Accessible toilets</li> <li>● ALL teaching spaces are situated on the ground and first floor, which can be accessed by a lift.</li> <li>● Library and other shelves at wheelchair-accessible height</li> <li>● Laptops and iPads to enable inclusive Computing Teaching</li> </ul> <p>Where there are barriers to access other arrangements are made, e.g. disabled staff, pupils and visitors cannot access the mezzanine floor so alternative arrangements have been made for toilets and refreshments on the ground floor.</p>	<p>The building is accessible as far as the design of this building allows.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Each case is reviewed individually and School ensures that all individual needs are met.</p>	<p>All exit routes are indicated and key areas are identified.</p>

	<p>This may include:</p> <ul style="list-style-type: none"> <li>- Hearing loop can be connected as required</li> <li>- Pictorial or symbolic representations</li> <li>- Clearly marked exit points.</li> </ul>	<p>Visitors who have specific needs would be accompanied around school by a member of staff.</p> <p>Large print materials, pictorial or symbolic representations and the induction loop are provided as needed or on request.</p>
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## 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 Headteacher.

Policy start date: January 2026

Date of next review: January 2028

## 5. Links with other policies

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

- Risk Assessments
- Health and safety policy
- Single Equality Scheme
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor/Circulation access/ Fixtures & Fittings	<p>Wide ground floor is fully accessible.</p> <p>Lift access to second floor</p> <p>Good lighting for visibility and safety.</p>	<p>Continue to ensure corridors are clear and free from obstacles allowing easy movement around school.</p> <p>Blinds are kept clean in order to maximize available light and are routinely maintained.</p> <p>Magnetic, automated closing devices fitted to corridor internal doors.</p>	TBM/ Caretaker	<p>Ongoing</p> <p>Ongoing</p> <p>Inspected annually</p>


**Feature Description Actions to be taken Person responsible  
Date to complete actions by**

Corridor access Wide ground floor is fully accessible Wide second floor is accessible by use of a lift  
Maintenance of the lift  
Ensuring corridors are clear and free from obstacles  
TBM  
Caretaker  
Ongoing Ongoing

Lift Located on the ground floor & 1<sup>st</sup> floor Maintenance of the lift completed annually TBM Ongoing

Parking bays A disabled parking bay is located in the school car park  
Ensure disabled parking bay is accessible at all times All staff Caretaker  
Ongoing

Entrances All entrances are accessible by wheel chair Ensure that the entrances are free from obstacles  
Caretaker Ongoing

Toilets There is a disabled adult and a disabled ambulatory pupil toilet available on the ground floor. An emergency cord is available in the adult disabled toilet

Reception Area The Admin Reception area is fully accessible by wheelchair  
Ensure that the disabled toilets are free from obstacles, allowing turning space for wheelchairs in the adult toilet.

Ensure that the Admin Reception area is free from obstacles  
Caretaker Ongoing Caretaker Ongoing

Internal/External Signage Internal and external directional and safety signage is in place. Exits are lit up. Visitors to the school are asked to inform us of any requirements e.g. visually or hearing impaired visitors would be accompanied by staff.  
Admin Staff HT or SLT  
Ongoing

Emergency Escape Routes An Evac chair is located at the top of the stairs Fire escape routes are known to staff and would be communicated to visitors.  
Regular Fire Drills Headteacher Ongoing