ACCESSIBILITY PLAN

School Accessibility Plan
Sacred Heart Catholic Primary School – January 2024

Introduction
This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability
Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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."

Key Objective
To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in school for pupils, and prospective pupils, with a disability.

Principles
Compliance with the DDA is consistent with our aims and equal opportunities policy, and the operation of our SEN policy. We recognise our duty under the DDA (as amended by the SENDA):
• 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.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

We provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
• setting suitable learning challenges
• responding to pupils' diverse learning needs
• overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities
We will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment
We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. In particular we aim to consider the need for emergency lighting. We are reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

c) Provision of information
We will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.
• school development plan
• staff development plan
• building and site development plan
• SEN policy
• Equal Opportunities policy
• Curriculum policies.