



The Federation of Sacred Heart & St Mary's RC Primary School, Battersea

ACCESSIBILITY PLAN POLICY

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| Approved By | Governors |
| Reviewed On | February 2025 |
| Review Due | February 2026 |
| Review Cycle | Annually |

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Action Plan

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

| Aim | Current Good Practice | Objectives | Actions to be taken | Person Responsible | Date to Complete Actions by | Success Criteria |
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| <p>Increase access to the curriculum for pupils with a disability.</p> | <ul style="list-style-type: none"> ○ Our school offers high quality curriculum implementation for all pupils, with adjustments and adaptations for those pupils with a disability. ○ We use resources tailored to the needs of pupils who require support to access the curriculum. ○ Curriculum resources include examples of people with disabilities. ○ Curriculum progress is tracked for all pupils, including those with a disability. ○ Targets are set effectively and are appropriate for pupils with additional needs. ○ The curriculum is reviewed to ensure it | <p>Reflect identified areas of need in lesson planning and delivery.</p> | <p>High quality curriculum implementation for all pupils Ongoing programme of staff training in disability awareness, including medical and SEND training, to reflect diverse needs of students within the school & anticipatory duties. Appropriate resources to increase student participation.</p> | <p>All staff</p> | <p>Ongoing</p> | <p>Improved access to curriculum for all pupils. Outcome in line with peers.</p> |

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| | <p>meets the needs of all pupils.</p> <ul style="list-style-type: none"> ○ We work with Wandsworth sensory support service to implement advice for pupils with a disability to ensure they are accessing the curriculum. | | | | | |
| <p>Improve and maintain access to the physical environment.</p> | <p>SM - Lift SH - building on ground floor with external doors from the outside into each classroom. Corridor width. Disabled parking bays. Disabled toilets, showers and changing facilities. Library shelves at wheelchair-accessible height.</p> | <p>Access to school buildings and site improved. Appropriate use of resources for diverse needs of pupils with disabilities.</p> | <p>Accessibility & clarity of signs around school. Awareness of independent access. Clear identification of room functions. Plan classrooms in accordance with pupil need. Organise resources within classrooms to reflect student need. Incorporate accessibility into any proposed structural alternatives. Provide quiet areas within the school. Look at accessibility in all areas of school life.</p> | <p>SLT, site manager, teachers</p> | <p>Ongoing</p> | <p>Ensure that access to school buildings and site can meet diverse pupil needs. Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future improvements.</p> |
| <p>Improve the delivery</p> | <p>Our school uses a range of</p> | <p>Ensure all pupils</p> | <p>Training for all</p> | <p>SLT and SENCO</p> | <p>Ongoing</p> | <p>Delivery of</p> |

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| <p>of information to pupils with a disability.</p> | <p>communication methods to ensure information is accessible. <u>This could include:</u></p> <ul style="list-style-type: none"> ○ Internal signage. ○ Large print resources. ○ Braille ○ Induction loops ○ Pictorial or symbolic representations E.g. Pecs/Makaton/social stories. ○ Sacred heart has Soundfield systems so children that are hearing impaired are able to access whole class teaching. | <p>have the relevant communication resources available to access the curriculum.</p> | <p>relevant staff. Source and use appropriate resources from appropriate outside agencies.</p> | | | <p>information accessible for all.</p> |
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