

**SACRED HEART CATHOLIC
HIGH SCHOOL**



Accessibility Plan

ACCESSIBILITY PLAN

Scope

This policy has been adopted by the Local Governing Committee to meet national regulations as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

Definition

A disability is defined in the Equality Act 2010 as:

“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” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**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 children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Sacred Heart Catholic High School recognises its duty:

- 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.

Purpose

The purpose of the plan is to address the needs of all our community ensuring access and inclusivity in all ways – including access to all areas of our building and full access to all areas of our curriculum and wider programmes of opportunity. We want all of our children and young people to be happy and fulfilled at Sacred Heart. Children and young people with special educational needs and disabilities can be disadvantaged if their needs are not met. Meeting their needs will improve their rate of progress, involvement, and inclusion in society. This will help them to achieve more as individuals. By narrowing the gap in achievement this will in turn reduce inequality and allow this Sacred Heart community to benefit from the contribution that these children and their families can make to society as a whole.

The Plan

Sacred Heart Catholic High School aims to:

- **Increase the extent to which disabled pupils can participate in the curriculum.**

All pupils will be provided with a broad and balanced curriculum which fits their needs. The curriculum will be differentiated to take into account different learning styles and preferences. Any barriers to learning will be overcome so the curriculum is accessible to all.

- **Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.**

Sacred Heart Catholic High School will take into account the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. However, the campus style site does mean that access to all areas of the school is not possible for wheelchair users.

- **Improve the availability of accessible information to disabled pupils.**

The school will work with the LA and external agencies to ensure they are following the advice of professionals. Sacred Heart staff will make themselves aware of how to find out about local services that may be of use to a disabled student they are teaching.

Policy statement

It has always been at the core of Sacred Heart School to nurture and develop the moral, physical, emotional and spiritual needs of all of our students. Uniquely in our history lie the words of St Madeleine Sophie – “I would have done it all for one child.” This is something which we bear witness to in our everyday mission as educators, and chimes harmoniously with the recent legislation.

The current provision

In practical terms school policy is manifest in the many investments and developments that we have made including:

- Installation of lift in main foyer affording access to all levels for students, staff and visitors. All other buildings on site provide lift access enabling wheelchair users access to most areas on the school campus.
- Purchase and installation of evacuation chairs in each building with training for staff in event of use.
- Refurbishment of classrooms, e.g Science labs, Technology rooms, to accommodate wheelchair users to enable practical work.
- Creation of disabled parking bays with dedicated pick-up and drop-off zones for users.
- Creation of designated area for purpose of recharging electric wheelchair.
- Appointment of additional staff to support and encourage the learning of students with particular access requirements.
- Training of key member of staff to fulfil role of ‘moving and handling’ trainer of staff on site.
- Designated staff to assist wheelchair users in event of emergency evacuation being required.
- Staff from external agencies monitor students through the school.

Note: the developments we carry out do have to take into account that the school buildings are on a campus. Many of the buildings are established buildings with classrooms on many levels. Where adaptations can't be made, we work with families to ensure our students with disabilities have a varied curriculum and an inclusive experience in school.

Relationship with other policies and procedures

- Safer Recruitment Policy
- Health and Safety Policy
- SEN and Disability Policy

Monitoring and review of policy

In addition to the annual review of this via the Local Governing Committee there is a particular need for the school to be responsive to the individual needs of students and staff. For this reason the parent/student voice is an all-important feature and is to be assessed termly via phone calls and parent meetings. Hence the monitoring of this policy falls within the remit of Deputy Headteacher with responsibility for site, Assistant Headteacher with responsibility for pastoral care, the school SENCO and the Site Manager who may need to be responsive to the physical environment of both the site and buildings.

