



Sacred Heart
Catholic Academy

SACRED HEART CATHOLIC VOLUNTARY ACADEMY

Accessibility Plan 2024 - 2025

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governors of Sacred Heart School recognise the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings, recognising that the stepped nature of the school building imposes its own limitations, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the General Purposes Committee of Governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability and Sacred Heart School

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the DDA definition of disability.

Sacred Heart School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Equal Opportunities Policy.

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

Supporting Policies:

Equal Opportunities

Disability Equality

Anti-bullying

Educational Visits

Previous Adaptations made to the school;

- Included a cloakroom / toilet for the disabled in the entrance hall
- Including lift access to the school hall, school office and one classroom area from outside
- Handrails fitted to the stairs leading to and from the school hall
- Installing electronic white boards in teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.
- Provision of a disabled parking bay in the car park.
- Introduction of an Enhanced Provision Space

Sacred Heart School Accessibility Plan 2025

Objective	Strategy	Outcome	Timescale	Goal
Improving Curriculum Access				
Improve range of skills and experience available within the school so that the school is better able to access and provide for the needs of pupils with disabilities and learning difficulties	Audit staff's current skills, training and experience – augment through relevant training and through the support of specialist advisors	Staff who are secure in their abilities to identify pupils with learning difficulties able to advise and support so that pupils with LD, D, and SEN are better able to access the curriculum	Ongoing as and when pupils are admitted	Pupils are more able to access the curriculum regardless of their learning difficulties or disabilities
Greater awareness and confidence in	Identify areas where skills and	More training staff		Better access to the curriculum for
teaching pupils with LD, D and SEN amongst teaching staff and teaching assistants	knowledge bases needs to be extended			pupils
Improve ICT capabilities so that pupils with LD, D and SEN have access to ICT support	Audit current provision, purchase relevant ICT hardware, eg Ipads, and software eg 2Simple	Better ICT support for pupils	Ongoing	Better access to the curriculum for pupils