

SACRED HEART CATHOLIC PRIMARY SCHOOL, HASTINGS



ACCESSIBILITY PLAN 2018-2021

Including the 3 Key Areas:

- Improving access to the physical environment
- Improving access to the curriculum (reasonable adjustments)
- Improving access to information

This shows how Sacred Heart School intends, over time, to increase the accessibility of our school for pupils, staff, parents/carers and visitors with disabilities

Improving access to the physical environment

Provision will be negotiated when a pupil's specific needs are known

Targets	Actions	Timescale	Responsibility	Outcomes
School is aware of the access needs of any children or adults with disabilities (including parent/carers and visitors, etc.)	<ul style="list-style-type: none"> • Create access plans for individual children as part of provision mapping. Use of YR/1 ramp into school for children/adults with difficulty gaining access to the school. • Use of outdoor toilet at lunch/break times Continue transitional meetings to ensure access for individual children • Be aware of staff, governors, parents' access needs and meet as appropriate. 	By July 2018 By July 2018	SENCO Headteacher/ governing body	Individual plans in place for all pupils with disabilities and all staff aware of all pupils' access needs. Raised confidence of staff and governors in commitment to meet access needs.
All building work has considered East Sussex Accessibility guidance	Share East Sussex accessibility toolkit with relevant personnel and contractors.	By July 2018	Headteacher/ governing body	On-going improvements in access to all areas when undertaking routine and maintenance works
Ensure that all pupils with disabilities can be safely evacuated	Put in place Personal Emergency Evacuation Plans for children with disabilities: <ul style="list-style-type: none"> • Invest in Evac chairs for safe evacuation of pupils • Train identified staff in using Evac chairs and develop an evacuation procedure in relation to lifting and handling 	By July 2018	SENCO	All children with disabilities and staff working with them are safe and confident in event of fire.
Seek funding for a lift to upper floors	Seek funding from LCVAP and external funding team through East Sussex.	By Sept 2020	Headteacher	Access to upper floors for all.
Install an internal lift to help pupils move from the ground floor to the library and main hall	Involve OT in reviewing requirements for installing a lift to help pupils move from the ground floor to the library and main hall to help access assemblies and clubs.	By Sept 2020		
Redesign the reception security and entry system to make it more accessible and welcoming.	<ul style="list-style-type: none"> • Carry out access audit on reception area and consult organisations for disability. • Install a hearing loop for people with hearing disabilities • Change the door entry system to make it accessible to hearing impaired, visually impaired and other people with disabilities. 	By Sept 2020	Headteacher	All people with disabilities able to access reception and enter independently.

Improving access to the curriculum

We aim to meet every child's needs with excellent teaching and learning for all children

Targets	Actions	Timescale	Responsibilities	Outcomes
Increase confidence of staff in differentiating the curriculum	<ul style="list-style-type: none"> Undertake audit of new staff training needs on curriculum access. Training identified e.g. dyslexia, differentiation, alternative recording Use Drive for Literacy to raise awareness of Quality First Teaching 	Ongoing and as required	SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation.
Ensure TAs have access to specific training on disability issues and in SEN	<ul style="list-style-type: none"> Identify TA training needs TAs to access relevant CPD courses each year Use Drive for Literacy to further raise awareness of the role of the TA in supporting pupils in developing their independence Training sessions to focus on the biggest areas of SEN within the school 	By July 2018	SENCO	Raised confidence of TAs. Knowledge and awareness of different types of SEN and how to cater for various needs within the learning environment.
Ensure all staff are aware of disabled children's curriculum access	<ul style="list-style-type: none"> Set up system of individual access plans for disabled children. Information to be shared with appropriate staff/agencies 	By July 2018	SENCO	All staff aware of individual pupils' access needs which are then catered for through reasonable adjustments.
Review PE Curriculum to make PE accessible to all	<ul style="list-style-type: none"> Invite sports people with disabilities in for particular sessions. Continue to review PE curriculum to include disability sports Looking for opportunities where pupils with disabilities can get involved in sporting activities 	Autumn 2018	PE Coordinator	All children able to access PE and children with disabilities more able to participate in sports.
Continue to develop links with local special school to improve understanding of curriculum	<ul style="list-style-type: none"> Organise opportunities for staff to observe their curriculum area at Local Special Schools. Establish link meetings for curriculum coordinators 	Autumn 2018	SENCO SENCO	Increased confidence of staff in developing their curriculum area accessibly.
Develop the use of technology so that pupils can access the curriculum with assistive technology	<ul style="list-style-type: none"> Purchase laptop and clicker 7 for pupil in YR 	May 2018	SENCO and ICT Co-ordinator	Enable pupil to write and access the curriculum.

Improving access to information

Targets	Actions	Timescale	Responsibilities	Success criteria
Review information to parents/carers to ensure it is accessible for all.-simple language, large print if needed, symbols.	<ul style="list-style-type: none"> Review all letters home to check clear print in 'plain' English. Produce newsletter in alternative formats e.g. large print. Ensure the website can be accessed by the visually impaired. Link to East Sussex Local Offer on school website Parents able to access website by using mp3 file for key documentation. Physical copies of policies available to parents on request 	Annually from Sept18	Headteacher	All parents getting information in format that they can access.
Provide information in other languages for parents who are bilingual	<p>Access to translators (TEALS)</p> <p>Develop the school website so that bilingual parents can translate text and information into their own language.</p>	As required	SENCO	Parents feel supported and included.
Increase support for parents of children with disabilities. SEN paperwork to be as accessible as possible	<p>Parents' group for support</p> <p>Direct parents to the East Sussex Local Offer website to help inform them of processes.</p> <p>Sharing Additional Needs Plans with parents and offering opportunities for their views to be recorded by members of staff.</p> <p>Have links to relevant support agencies on the school SEN Information Report e.g. Drive for Literacy, AET (Autism Education Trust), East Sussex Special Educational Needs and Disabilities Information, Advice and Support Service – Amaze SENDIASS</p>	By July 2018	SENCO	Increased confidence of parents of children with disabilities and those with SEN to support their children's education.
Continue to review all signs in school to include Makaton Symbols	<ul style="list-style-type: none"> Continue to replace written signs including symbols Put symbols onto displays to enhance text 	Ongoing	All teachers	Everyone can understand signage and find way around school.

Signature of Head teacher:

Dated:

Signature of Chair of Governors:

Dated: