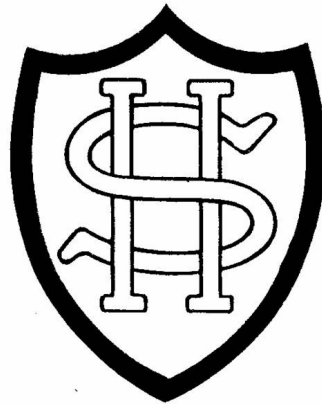


**SACRED HEART CATHOLIC PRIMARY SCHOOL
HASTINGS**



ACCESSIBILITY PLAN 2014-2017

INCLUDING THE 3 KEY AREAS:

- **IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT**
- **IMPROVING ACCESS TO THE CURRICULUM (REASONABLE ADJUSTMENTS)**
- **IMPROVING ACCESS TO INFORMATION**

***This plan was updated in Nov 2014.
It shows how Sacred Heart School intends, over time, to
increase the accessibility of our school for
disabled pupils, staff, parents/carers and visitors.***

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 disabled children, staff, governors, parent/carers and visitors.	Create access plans for individual disabled children as part of provision mapping. Use of Y1 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 disabled children Be aware of staff, governors, parents access needs and meet as appropriate.	On-going and as required. As required	SENCO Headteacher/ governing body	Individual plans in place for all disabled pupils 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.	As required	Headteacher/ governing body	On-going improvements in access to all areas when undertaking routine and maintenance works
Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for disabled children	As required	SENCO	All disabled children and staff working with them are safe and confident in event of fire.
Paint a disabled person's parking bay with access to reception	Allocate a space Install a dropped kerb to enable access to the reception from car park	By July 2016	Headteacher/ governing body	Accessible parking bay for disabled staff/visitors.
Seek funding for a lift to upper floors	Seek funding from LCVAP and external funding team through East Sussex.	By March 2017	Headteacher	Access to upper floors for all.
Targets	Actions	Timescale	Responsibility	Outcomes
Install an accessible toilet for pupils with an inbuilt hygiene area	"	By March 2017	Headteacher	Able to admit a wider range of pupils with impairments.
Redesign the reception security and entry system to make it more accessible and welcoming.	Carry out access audit on reception area and consult disabled people's organisations. Install a hearing loop for deaf people Change the door entry system to make it accessible to hearing impaired, visually impaired and other disabled people.	By June 2017	Headteacher	All disabled people 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	Undertake audit of new staff training needs on curriculum access. Training identified e.g. dyslexia, differentiation, alternative recording	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	Identify TA training needs. TAs to access relevant CPD courses each year	As required	SENCO	Raised confidence of TAs.
Targets	Actions	Timescale	Responsibility	Outcomes
Ensure all staff are aware of disabled children's curriculum access	Set up system of individual access plans for disabled children. Continue to liaise with Glyne Gap special school re Dual placement. Information to be shared with appropriate staff/agencies.	As required	SENCO	All staff aware of individual pupils' access needs.
Review PE Curriculum to make PE accessible to all	Invite disabled sports people in for particular sessions Continue to review PE curriculum to include disability sports	As required	PE Coordinator	All children able to access PE and disabled children more able to excel in sports.
Continue to develop links with local special school to improve understanding of curriculum	Organise opportunities for staff to observe their curriculum area at Local Special School Glyne Gap Establish link meetings for curriculum coordinators	From Nov 2015	SENCO SENCO	Increased confidence of staff in developing their curriculum area accessibly.

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.	Review all letters home to check clear print in 'simple' English. Produce newsletter in alternative formats e.g. large print. Ensure the website can be accessed by the visually impaired.	Annually from Sept 2015	Headteacher "	All parents getting information in format that they can access .

Targets	Actions	Timescale	Responsibility	Outcomes
Improve the delivery of information in writing in an appropriate format.	Provide suitable clear print for all pupils with disabilities.	By Dec 2014	SENCO	Staff produce routine information to children in more accessible ways.
Provide information in other languages for parents who may have language problems.	Access to translators (TEALS)	As required	SENCO	Parents feel supported and included.
Increase support for parents of disabled children. SEN paperwork to be as accessible as possible	Parents' group for support	By Jan 2015	SENCO	Increased confidence of parents of disabled children and those with SEN to support their children's education.
Continue to review all signs in school to include Makaton Symbols	a) Continue to replace written signs including symbols b) Put symbols onto displays to enhance text	Ongoing	All teachers	Everyone can understand signage and find way around school.