

Accessibility Plan

Sacred Heart School



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1. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

The school supports any available partnerships to develop and implement the plan.

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.

2. 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. 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
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers an adapted curriculum for pupils where necessary • 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 make sure it meets the needs of all pupils 	<ul style="list-style-type: none"> • Explore the use of IT to enable all pupils to fully access the curriculum 	<ul style="list-style-type: none"> • Launch Clicker • Explore good practice in the use of assistive technology 	English lead / SENCO SENCO	Autumn 2025 Summer 2026	<p>Pupils are using Clicker confidently to assist in their access to the writing curriculum</p> <p>SENCO has a clear understanding of available assistive technology</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Lifts • Corridor width • Disabled toilets • Library shelves at wheelchair-accessible height • Toilet frames • Specific seating • Foot rests • Accessible pegs 	<ul style="list-style-type: none"> • Create spaces in school that meet the needs of AuDHD / SEMH pupils • As toilets are refurbished, consider changing spaces and accessibility 	<ul style="list-style-type: none"> • Create calm spaces with regulatory aids • Incorporate accessibility in toilet design 	<p>SENCO</p> <p>Headteacher</p>	<p>Autumn 2025</p> <p>Ongoing</p>	<p>Pupils with AuDHD / SEMH needs have access to a physical environment that meets their needs</p> <p>Toilets are accessible by all pupils</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<ul style="list-style-type: none"> • Ensure visual timetables are available to all pupils • Half termly meet the SENCO meeting for parents of children with SEND 	<ul style="list-style-type: none"> • Teachers to create and consistently use visual timetables • SENCO to lead meeting 	<p>SENCO to monitor</p> <p>SENCO</p>	<p>Autumn 2025</p> <p>Autumn 2025</p>	<p>Daily timetables are communicated clearly to all pupils</p> <p>Parents of pupils with SEND have clear lines of communication</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the Local Academy Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy