Sacred Heart Accessibility Plan

March 2026

At Sacred Heart, all are valued, all can achieve and all are loved. We have high expectation of each member of our school community and are committed to our school mission; 'To Live, love and learn joyfully in the family of Christ'

This forms the basis for the aims, values and long -term development of the school.

The school values its strong links with Sacred Heart Parish through school families, staff, Parish Priest and Governors. Mass and celebrations are held regularly in school and visits to the church enhance the RE curriculum. The school hall and grounds are used by the church for Parish events and the local community hold town events in the grounds and local groups also use the site.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body.

The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Sacred Heart School the Plan will form part the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors' committee.

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

How we plan to increase the extent to which disabled children and young people can participate in our school curriculum

Current good and developing practice

- Sacred Heart provides a broad and balanced curriculum, including individual curriculums where required.
- All children have access to clubs and trips organised by the school; risk assessments are completed to ensure that venue and levels of support are suitable.
- Teachers use a range of teaching approaches within lessons, allowing children opportunities to work both together and independently.

Identified focus area	Actions to be taken	Lead person	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress with dates
To continue to increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Continue to focus on dyslexia and ADHD due to increase in children presenting with associated needs	SENCo		Raised staff confidence in strategies, evidence of adapted learning in books and increased pupil engagement in lessons.	Jan 2027	
To develop use of classroom space to ensure that	Classrooms to be organised to allow children to access support and	SENCo with subject leads to support	Widgit or similar to support teachers with access to visual prompts.	Clutter-free classrooms Clearly zoned areas and resources	ongoing	

organisation and layout supports inclusion for all	resources easily and independently. Classroom environment to be clutter-free and displays prioritised to avoid overwhelm	class teachers		Visual prompts to support children's independence		
To improve accuracy of assessment for children working at significantly below age-related in order to allow teachers to improve next steps planning	Use assessment checklist such as B squared to better understand current attainment. Checklist to provide suitable 'next steps' for children.	SENCO with class teachers	Assessment resources as shared by Trust SEND lead	Planning reflects greater understanding of children's starting points in learning. Targets are relevant, achievable but still reflect high expectations		

How we plan to improve the physical environment of our school for disabled children and young people

Current good and developing practice

- All classrooms are at ground level with the mobiles being accessed by use of a ramp or 3 steps.
- A Disabled toilet is available next to the Year 4 classroom and is accessed by using the ramp.
- The grounds are being developed to allow opportunities for movement breaks and allow opportunities for sensory play during unstructured times (OPAL)

Identified focus area	Actions to be taken	Lead person	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress with dates
To further develop the sensory space to	Redesign space to improve accessibilty, looking at	SENCo	Sensory resources Furniture options			

be an inclusive and adaptive space to support learning and emotional regulation.	furniture/resource needs to allow the space to be used flexibly.					
To develop a better understanding of the environment and improvements that can be made.	Audit of buildings and grounds to support with future planning Suggestions for improvements to site Action plan developed based on outcome of audit	Head/ site manager	Audit – outside agency.	Suggestions for targets to further improve site accessibility Additional action plan created		
To ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities.			All staff aware of evacuation procedures involving individual children and key staff are named.	Ongoing as required	

How we plan to improve the delivery of information to disabled children and young people

Current good and developing practice

- Staff are offered training related to specific needs when required e.g. hearing impairment.
- Use of technology to improve access to information iclude translation tools, visuals
- Teachers adapt classroom input to support individual learners by chunking language, allowing processing time or giving task planners/checklists

Identified focus area	Actions to be taken	Lead person	Resource considerations	What would success look like?	Date to be achieved	Commentary on progress with dates
To improve access to learning for those with SEND using dual coding to support access to new information and aid retention	Support and training given to teachers on how to use Widgit Widgit symbols used consistently across school for key vocabulary and signage	SENCo	Widgit	Children able to access resources more independently in class due to easier to understand labels/signs Key vocab more accessible to all children due to visual support		
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Provide information and letters in clear print in “simple” English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school	Office/website		All parents receive information in a form that they can access All parents understand what are the headlines of the school information	Ongoing as required	

	website can be accessed by the visually impaired.					

Review of previous targets 2022-2025

How we plan to increase the extent to which disabled children and young people can participate in our school curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria	Review
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia, differentiation and recording methods.	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation	Use of laptop, sound buttons, IDL in class to support learners Evidence of adaptive teaching in books
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child.	On-going and as required	SENCO	All staff aware of individuals needs	
Use IT software to support learning	Audit need and resources.	Termly	It co-ordinator/SENCO	Wider use of SEN resources in classrooms	iPads and laptop used to support recording of work. Interventions available for children via iPads and learning platforms.
All educational visits to be accessible to all accessible vetted for appropriateness	Develop guidance for staff on making trips. Ensure each new venue is Seek parental guidance on individual child. Ensure availability of parent accompanying child on visit.	On-going	HT Teaching staff	All pupils in school able to access all educational visits and take part in a range of activities	Risk assessments completed and children offered adaptations to attend trips and activities Venues vetted ahead of trip

Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability.	May 2023	PE leader	All to have access to PE and be able to excel	Children attending sports events are monitored and PE lead ensures activities are available to allow all children to engage in a range of off-site activities, both competitive and non-competitive.

How we plan to improve the physical environment of our school for disabled children and young people

Target	Strategies	Timescale	Responsibility	Success Criteria	Review
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required. Be aware of staff, governors and parents' access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers through newsletter. Consider access needs during recruitment process.	As required Induction and on-going if required Annually Recruitment process	SENCO Headteacher Headteacher Headteacher	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues	Training offered to staff when supporting specific needs.
Improve signage and external access for visually impaired people	Yellow strip mark step edges Sign areas to hall, toilets, classrooms.				

Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities.			All disabled pupils and staff working alongside are safe in the event of a fire	Ongoing as required. Children highlighted and named on general evacuation plan.
Ensure accessibility of access to IT equipment					
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access.		H&S Governor Site manager HT	All disabled staff, pupils and visitors able to have safe independent exit	

How we plan to improve the delivery of information to disabled children and young people

Target	Strategies	Timescale	Responsibility	Success Criteria	Review
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	March 2023	Office/ Website	All parents receive information in a form that they can access All parents understand what are the headlines of the school information	
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	July 2023	SENCO	Confidence of parents to access their child's education	
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or	Access to translators, sign language interpreters to be considered and offered if possible.	As required		Pupils and/or parents feel supported and included	Translators available for statutory SEN meetings.

language problems					Use of technology to support translation of written text.
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	July 2023	Office	All can access information about the school	