

# **The Sacred Heart Language College**



## **Accessibility Plan**

***Confident in God's love for us,  
we commit ourselves to His service***

***Reviewed September 2021***

## Context

Our mission statement is encapsulated in our belief that 'Confident in God's Love for Us, we commit ourselves to his service'. At The Sacred Heart Language College we are committed to ensuring that all are of equal worth, secure in the knowledge that all are created in Christ's image. Our actions are governed by our living testament to the Gospel values of justice, fairness, respect and equality. These beliefs underpin our commitment to disability equality.

The Sacred Heart Language College believes that all students: should have the right to feel safe, secure and cared for, and should have access to appropriate support, care and education which includes the support to manage their emotions and their behaviour including taking account of, and for their responsibilities.

**Policy Ratified by Governors:** Summer 2018

**Signature:**  (Chair of Governors)

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**Policy Reviewed:** September 2021

**Signature:**



Maria Barrett, Chair of Governors

**Policy to be reviewed:**

### **Statement of Intent**

As a Catholic learning environment, underpinned by Gospel values, The Sacred Heart Language College aims to provide an inclusive, accessible environment for students, staff, parents and members of the local community. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. We aim to reduce and where possible eliminate barriers to accessing the curriculum and participation in the community for students and prospective students who have a disability.

We aim to meet the five outcomes of the Children's Act (2004) and have regard to the general duty to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes to people with disabilities
- encourage the participation of people with disabilities

### **Principles**

Our Special Educational Needs and Disabilities policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's

publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Compliance with the Equalities Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.

The school recognises its duty under the Equalities Act 2010:

- to make reasonable adjustments within a reasonable time for disabled pupils, so that they are not at a substantial disadvantage;
- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided for pupils who are not disabled.

This Accessibility Plan pays due regard to the law and Harrow Council directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN Code of Practice (2014). This Accessibility Plan encompasses existing policies and development plans, implemented and monitored by middle leaders, the senior leadership team and governors. This plan operates alongside the SEND Policy and is consistent with it in terms of principles and approaches to resourcing.

### **Definition of Disability**

The Equalities Act 2010 defines disability as follows:

*'A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to perform normal day-to-day activities'*

The school recognises and values parents' knowledge of their child's disability and its effects on their ability to carry out normal activities, and respects the parents' and child's right to confidentiality. Parents are invited to contact the school to discuss their daughter's disabilities and to discuss any special arrangements that may have to be made to allow them full access to the school curriculum and its resource

### **Accessibility Plan**

The school's Accessibility Plan sets out how we will:-

- a) aim to increase the extent to which pupils with disabilities can participate in the school's curriculum,
- b) improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- c) improve the availability of accessible information for disabled pupils

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

### **Action Plan**

The school will publish an Action Plan outlining targets to ensure the key objectives of the Accessibility Plan is met (Appendix A)

### **Linked Policies**

The Accessibility Plan will contribute to the review and revision of related school policies:-

- Pupil Progress Policy

- Child Protection and Safeguarding Policy
- School Impact Plan
- Special Educational Needs and Disability (SEND) Policy
- Equal Opportunities Policy
- Public Services Equality Duty

### **Plan Availability**

The school makes its Accessibility Plan available in the following ways:

- A copy is held in the school office
- The Policy is published on the school website
- The policy is on the Staff shared Inclusion areas

### **(a) How the school will increase access for disabled pupils to the school curriculum**

Improving teaching and learning lies at the heart of the school's work. Through ongoing review and Continuous Professional Development (CPD), including input from specialists, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all. We seek to reduce and eliminate barriers to access the curriculum and allow full participation in the school community for pupils and prospective pupils with a disability. We aim to provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals. Inclusion Plans include reference to additional resources to ensure equal access to full curriculum e.g. large print, use of technology.

Our curriculum endorses the key principles of:

- ~ setting suitable learning challenges;
- ~ overcoming potential barriers to learning and assessment for individuals
- ~ responding to students' diverse learning needs;

Information regarding medical needs is recorded on our Medical and Allergies Register which is available to all staff. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are encouraged to attend after school clubs, leisure and cultural activities and educational visits. The school will continue to seek and follow the advice of LEA services, such as Special Education and Disability Needs (SEND) teachers/ advisors, and other appropriate health professionals and consultants.

Pupils across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs. The following documents/policies support this aim:

- School Impact Plan
- Department Impact Plans
- Curriculum Policy
- Assessment Policy
- Gifted and Talented Statement
- Special Educational Needs and Disabilities Policy
- SEND Information Report

### **Inclusion**

The SEND and Medical Registers are regularly updated on Sharepoint. This details pupils' individual needs in the 4 key areas of:

- Learning and Cognition

- Speech, Language and Communication Needs
- Social, Emotional and Mental Health
- Physical and Medical needs

## **Learning & Cognition**

An outline of individual pupil needs and strategies to ensure their access to the curriculum is provided for staff. Teachers make use of this information in their Quality First Teaching, liaising with LSAs who support them. Teachers report termly on pupils' progress, attitude to Learning and homework. This data is evaluated by the Heads of Department and Directors of Studies and appropriate interventions and modifications of the curriculum are put in place as required in consultation with parents. The school curriculum is regularly reviewed by the Head teacher to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom. It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils.
- Using resources, in-class provisions and support effectively to ensure that the curriculum and homework are differentiated as necessary.
- considering individual or group tuition where it is felt that pupils would benefit from this provision.
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **Communication & Interaction**

Pupils with Speech, Language & Communication difficulties will be given access to the curriculum through adaptations such as:

- access to alternative or augmented forms of communication
- group therapy sessions, for example: social skills
- provision of topic lists of key words
- pre-teaching vocabulary sessions with a learning support assistant
- use of visual reinforcement as much as possible
- providing scaffolding and models for spoken and written language
- close collaboration between the Speech & language therapist and school staff
- referral to the Speech & language therapist where needs are complex and persistent

## **Social, Emotional & Mental Health**

The school recognises that improving the social, emotional and mental health of pupils is key to ensuring that they feel safe and secure and that they are able to fulfil their true potential and develop into well-adjusted adults in society. Pupils with Social, Emotional and Mental Health difficulties will be supported through strategies including;

- pastoral support from the Safeguarding officer, Director of Studies and form tutor.
- referral to the learning mentor or school counsellor.

- a referral to outside agencies such as our linked Educational Psychologist, Advisory teachers, WISH, CAMHs, Grief Encounter, Harrow Horizons or Young Carers.
- Development of a personalised curriculum in conjunction with parents

### **Physical & Medical Needs**

Pupils with SEND will be given access to the curriculum supported by specialist staff within the school and in line with the wishes of their parents and the needs of the individual. The school works closely with outside agencies such as advisory teachers for VI and HI, physiotherapists, occupational therapists and the school nurse to ensure physical access to the curriculum. The school will do this by:

- making best use of all class facilities and space
- involving the SENCO in providing a rationale and focus on any flexible teaching arrangements and making parents aware of any circumstances in which changes have been made
- listening to pupils' and parents' views and taking them into account in all aspects of school life.

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. This may include, for example:

- extra staff assistance
- an electronic or manual note-taking service
- access arrangements for external exams
- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- a personalised or reduced curriculum
- access to low vision aids
- access to specialist aids, equipment or furniture

#### **(b) How the school will improve access to the physical environment of the school**

The school comprises six buildings with access being either by ramps or small steps and corridors and are wide enough for wheelchair access. Lifts are available in all two storey buildings. Corridors are marked with a high-visibility border and stairs have yellow markings. The school holds regular fire drills with designated procedures for pupils with limited mobility. ICT is available to support visual and physical impairment and pupils with a hearing impairment use ALD (assistive listening devices). Our Pastoral Centre ( Student Services) is staffed by qualified first-aiders who oversee pupils' medical needs. We are a nut-free school and pupils with an epipen are identified by a purple ribbon on their bags.

The school has the following adaptations for pupils with physical disabilities:

	<b>Main Building Sacred Heart</b>	<b>St. Joseph Building</b>	<b>Notre Dame Building</b>	<b>Barbier Block</b>	<b>Holy Family Building</b>	<b>St. Theresa's Block</b>
Disabled Toilet		1	1		1	
Disabled toilet with Wet room		1			1	
Hoist		1				
Lifts	2	1	1		1	
Evacuation Chair	1	1	1			
Ramps	2		1	1	1	
Hearing Loop	1					
Yellow Marking-Stairs		1	1			
Enlarged monitor		1				
Disabled Parking					1	
Flashing red alarm		2	5			
Adjustable height table	1		1	1		
Shower		1				

Documentation supporting pupils' access include:

- personal care plans
- Inclusion plans
- risk assessments for school trips
- Personal emergency evacuation plans for all disabled children.

In planning and implementing improvements, building developments or site improvements take account of the needs of students, staff and visitors with physical difficulties and sensory impairment. We will make use of the frequent access to specialist support and advice to improve access to the physical environment of the school.

**(c) Improving the delivery of written information to disabled pupils**

In the design and production of literature and information packs, the school will ensure that such publications can be produced in an alternative format when requested or required. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested. The schools ICT infrastructure will enable us to access a range of material

## **Action Plan 2021-22**

<b>Target</b>	<b>Actions</b>	<b>Outcomes</b>	<b>Timescale</b>	<b>By whom</b>
The school is aware of the access needs of disabled children, staff, governors and parents/carers. Monitor the accessibility of the school site for of all users	<p>Make reasonable adjustments as necessary to enable disabled children to access the building and the curriculum, disabled parents to access information &amp; disabled staff to carry out their roles. Adaptation to the buildings as required for individuals e.g. extra handrails, lighting, blinds, sound systems, provide/install specialist equipment and furniture as needed.</p> <p>Site staff and external contractors to regularly service and monitor</p> <p>Review provision annually or as need arises and liaise with attached occupational therapist</p>	<p>The school site will be accessible to all members of the school community</p> <p>Adaptations allow students to access the curriculum</p> <p>Specialist equipment and furniture in place as required in EHC Plans.</p> <p>Staff workplace assessments undertaken as required and reasonable adjustments made</p>	<p>Ongoing</p> <p>At induction</p> <p>As necessary</p>	<p>M Nichols</p> <p>L.McCarthy</p> <p>R Manners</p>
Improve access around the school building for disabled pupils, staff and parents.	<p>More large, clear visual signage around school (e.g. toilets, dining hall, offices, stairs ) to aid access, particularly for groups experiencing difficulty with the written word or with visual impairment.</p> <p>Repaint boundary markings around school building, in particular steps and other potential hazards.</p> <p>Ensure adequate lighting in all areas</p> <p>Installation of outdoor handrails</p> <p>Continue to ensure buildings comply with Disability Regulations.</p>	<p>All pupils, staff and visitors can move safely around the school and feel included.</p>	<p>Ongoing</p> <p>Sept 2022</p>	<p>M Nichols</p> <p>R Manners</p>

<p>Ensure hearing impaired pupils have full access to the curriculum and all aspects of school life</p>	<p>Monitor acoustics in classrooms to support hearing impaired.</p> <p>Provide regular training for staff to ensure pupils with HI have full access to curriculum</p> <p>Ongoing liaison with Advisory teacher of the deaf and technical support for Assisted Listening Devices</p> <p>Inclusion dept monitors access and liaises with parents and staff</p> <p>Hearing loops in some classrooms and hall</p>	<p>Hearing impaired pupils have full access to the curriculum and all aspects of school life</p>	<p>Ongoing</p>	<p>L.McCarthy</p> <p>M Nichols</p> <p>N.Casey (Advisory teacher for hearing impaired)</p>
<p>Challenge negative attitudes to disability, including mental health problems</p>	<p>Disability awareness to be covered in Pastoral curriculum.</p> <p>Hold assemblies on disability awareness and mental health awareness.</p> <p>Positive images of disability to be promoted in the curriculum.</p> <p>Resources and displays include examples of people with disabilities</p> <p>Pupils with SEND participate in pupil voice forums</p> <p>Provide ongoing training for staff on disability and mental health awareness</p>	<p>Disability awareness of all staff and pupils is increased.</p> <p>Positive images of disabled people seen in the school.</p> <p>Disabled pupils feel included, valued and positive about their potential.</p> <p>Pupils with mental health problems feel able to seek help.</p>	<p>Ongoing</p>	<p>L.McCarthy</p> <p>A.Burgess</p> <p>R-M</p> <p>Sorohan</p>
<p>Ensure clear, straight forward and simple communication with parents and community Improve access to written information for disabled students / staff</p>	<p>Check clarity of information in correspondence with parents. Consider increasing standard letter font size.</p> <p>Information presented in variety of easy to access ways e.g. displayed in window for parents dropping off, sent via email, text, and on school website</p> <p>Letters and reports home enlarged for pupil &amp; parents with VI. .</p> <p>Parents with literacy difficulties to be telephoned.</p>	<p>All students and parents have access to information.</p> <p>Pupils with SEND have access to assessments, examinations and curriculum materials including live reader for MFL listening exams for hearing impaired.</p>	<p>ongoing</p>	<p>M Nichols</p> <p>L.McCarthy</p>

And members of the community.

Sign-language interpreter to be made available for parents with HI if required.  
Enlarged worksheets, exam papers etc, to be made available for VI students.  
Auditory information will be presented accessibly for hearing impaired.  
Language to be simplified where necessary and work differentiated  
School to seek advice and where appropriate, borrow or purchase equipment from support services  
Students will be assessed for suitable access arrangements for examinations. This may include the provision of a reader, extra time, word processing facilities, etc The SENCo to work closely with the exams officer to ensure that students are assessed and access arrangements are in place where needed