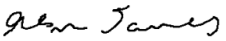


Sacred Heart Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust



Accessibility Plan and Policy 2025 – 2026

Review date		October 2026	
Signed Headteacher		Signed Chair of Governors	
Alison James Marie Sexton		Caroline Pinto	

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of this plan is to:

- Increase the extent to which disabled pupils are able to participate in the school curriculum;
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by the school;
- To improve the availability of accessible information to disabled pupils (This must be delivered within a reasonable time and in ways that are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.)

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.

At Sacred Heart Catholic Voluntary Academy we aim to provide a secure, inclusive and purposeful environment to learn and work in. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to fulfil their potential.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

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 disabled pupil faces in comparison with non-disabled pupils. 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.

Ensure all pupils can access the full curriculum and all pupils are supported to make better than expected progress.

Targets	Strategies and Actions	Success Criteria	Monitoring	Resources and Budget
Increase understanding of strategies to be used by staff to ensure equal access to the curriculum	- Provide training sessions on inclusive teaching practices - Autism Training 29.11.24 - Zones of Regulation Training 29.11.24	- Staff demonstrate a clear understanding of implementing strategies for equal access to the curriculum – measured by surveys.	SENCO (Special Educational Needs Coordinator) - Feedback from staff after training sessions	Budget for training materials
Provide a Nurture space and group/individual behaviour mentoring for children with additional social, emotional and behavioural needs	- Establish a Nurture space for group/individual behaviour mentoring programme	- Improved behaviour and emotional regulation in identified pupils	SENCO, Behaviour Support Team - Behaviour logs and progress reports on Arbor	Staff training on behaviour – zones of regulation.
Implement the requirements from the Education, Health and Care plan and reports from professionals	- Regularly review EHC plans and reports from professionals to inform teaching and support strategies	- Individualised support plans aligned with EHC plan goals	SENCO, Class Teachers - Progress reviews and feedback from external professionals and parents	Specialist services for EHC plans
Ensure visual signs and labels are incorporated in the school, classrooms and all learning environments (using widgit)	- Introduce Widgit symbols and visual aids for signage and labels - Signs to be consistently used around the school (including communal areas) - Visual timetables in place within all classrooms and accessible to individual children with additional needs.	- Increased accessibility for pupils with visual learning needs - Visual signs used within all communal areas for all children as well as children with additional needs. - All children are able to access the school timetable with support.	SENCO, Classroom Support Staff - Observation of pupil engagement with visual aids and feedback from staff regarding ease of understanding	Purchase of Widgit subscription for the school. Lanyard visuals made for each member of staff.
Improve the delivery of	- Provide alternative formats for	- Enhanced understanding and	SENCO, Support Staff -	Visual materials, audio

Targets	Strategies and Actions	Success Criteria	Monitoring	Resources and Budget
information to pupils with a disability	information such as audio recordings or braille materials -Use different colour schemes to ensure there is an easily discernible contrast between doors and walls for the benefit of visually impaired pupils.	engagement of pupils with disabilities in learning materials The internal and external learning environments are appropriately resources and accessible for all pupils, including pupils with SEND.	Feedback from pupils on the effectiveness of alternative formats and improved performance in assessments SEND Lead and SEND Link Governor Liaise with STA Director of Business Services as required.	Recording tools Large font/paper Coloured paper Dyslexic friendly fonts.
To implement Zones of Regulation across the whole school.	Provide training to all staff on Zones of Regulation (29.11.24) Create a designated space in each classroom for Zones of Regulation materials and activities	Every classroom has a specified area for Zones of Regulation	Conduct spot checks on classrooms to ensure the presence of the zone	
To develop and implement a comprehensive Nurture Provision within the school for children unable to access mainstream classroom, who are awaiting specialist provision.	Allocate dedicated space and resources for the Shamrock Nurture Provision Staff Training.	- Positive impact on the social, emotional, and academic growth of pupils in the provision	SENCO, Shamrock Nurture Provision Team - Review of pupil progress and feedback from staff and parents on the effectiveness of the provision	Budget for specialist resources and staff

4. Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

The plan will be monitored by the Premises team and the Family Inclusion Team

It will be approved by the Local Governing Body

The plan will be monitored by Ofsted as part of their inspection cycle.

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
- Supporting pupils with medical conditions policy

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