



# Atherton Sacred Heart RC Primary School

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## Access Plan

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September 2015 to August 2018

### Section 1

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This plan will be reviewed every 3 years by the School Business Manager and the Headteacher who will then present their findings to the Governing Body for approval. The plan will then be available publicly on our school website.

The Equality Act 2010 states that the definition of disability is:

4.4 The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

4.5 The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

We constantly evaluate the needs of our pupils and ensure appropriate provision is in place for all children so that they can achieve their potential.

We have 'High Expectations For All!'

The purpose of the plan:

Increasing the extent to which disabled pupils can participate in the curriculum.

Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

Improving the availability of accessible information to disabled pupils

The plan aims to contain relevant actions to improve access to **the physical environment, the curriculum and written information for disabled pupils, staff, parents and visitors by making reasonable adjustments.**

Some actions identified in the plan may not be able to be addressed immediately and will therefore be rolled forward into subsequent plans. Reasonable adjustments will be made wherever feasible to ensure the best possible opportunities for all of our pupils.

This plan should be read in conjunction with the following policies which are available on the school website:

Safeguarding Policy  
SEN Local Offer  
Wellbeing Policy  
Behaviour Policy

Advice from Wigan Council, the Department for Education and Ofsted have been considered when writing this plan. The School Business Manager will monitor the plan and report any changes the Headteacher and Governors. The school also understands that Ofsted will also monitor this plan as part of their inspection process.

Training will be provided through the school's CPD programme for all staff and governors in the matter of disability and discrimination.

Any complaints or issues should be discussed with the Headteacher.

## Section 2:

Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims and highlights current good practice

<b>Item</b>	<b>Activity and outcome</b>	<b>Timescale</b>	<b>Cost</b>
Hall door access	portable ramp for steps leading to hall entrance/exit doors. Thus providing access to restricted access area of the school.	by August 2016	approx £500
Disabled toilet	The school currently has a disabled toilet situated in the infant corridor. In the future this room could be further developed to include a changing facility for those with limited or no bladder and bowel control.	ongoing subject to funding	approx £3000

Steps from the main building to the hall.	If the budget allowed ideally we would have a stair lift on the stairs. However as funding is not currently available an alternative route to the hall via the playground makes the whole building accessible.	ongoing subject to funding	approx £4000
Exit and entrance systems	the school has installed entrance keypads and exit buttons/bars on all main doors at an accessible level for all disabled pupils, staff or visitors to the school.	completed	na
Corridors	since the completion of the school internal renovation the corridors are all wide enough for wheelchair users to manoeuvre around the entire school.	completed	na
External areas	<p>The school car park has a disabled parking space and good lighting from the car park to main walkways.</p> <p>All pathways and playgrounds are accessible to wheelchair users and have good lighting.</p> <p>To maintain these areas the caretaker ensure that all rubbish is cleared and during winter months a walkway around the school is gritted to provide all users with safe pathway to and from the school gate.</p> <p>Any issues with the external school grounds such as holes, raised grids or potential safety hazards are reported to the school business manager who arranges repairs as soon as possible.</p>	ongoing	na
Escape and evacuation	the school complies with fire regulations and has ample signage in the event of fire showing the route to escape. Fire plans are also on the wall of every room giving evacuation guidance. All children and staff regardless of ability take part in termly fire drills. All doors that are held shut by mag locks release when the fire alarm sounds.	ongoing	na
Extended services	services and equipment can be sought from the local authority as and when they are needed to provide additional support for the needs of specific children. E.g. Radio mic's and hearing impairment	ongoing - as required	na

	teachers are available if there are children identified with hearing difficulties.		
Calming spaces	spaces within school have been identified to help children with specific needs to learn outside their classroom when necessary e.g. "The bubble". We plan to continue to use our space to its full potential by developing a "spiritual garden" that can be used to develop the spirituality of all children and provide a calming sensory space for children with specific needs.	by August 2016	£1000