

St Augustine's Catholic Primary School



Accessibility Plan 2020-21

***“We love and learn together by growing in
friendship with Jesus”***

Linked virtues:

‘Compassionate & Loving’

Spring 2021

1. Aims

St Augustine's Catholic Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

'We Love and Learn together by growing in friendship with Jesus'

Mission Statement

We aim to provide a broad, balanced and flexible curriculum which meets the needs of all pupils, and embrace the three principles essential to creating an inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of this plan is to show how St Augustine's Catholic Primary School intends, over time, to increase the accessibility of our school for disabled pupils, including:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils, staff, parents and visitors.

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. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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'.

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.

3. Action Plan

This action plan shows how the school will improve the access to the curriculum, the physical environment and information over a period of 3 years. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

Aim- Increase access to the curriculum for pupils with a disability

Current good practice

- Our school offers a differentiated curriculum for all pupils. Targeted support is put into place where necessary.
- A range of different interventions are in place to support children with different needs.
- We use resources tailored to the needs of pupils who require support to access the curriculum. This includes the use of ICT equipment
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs. Staff have high expectations of all pupils.
- All classes have visual resources to support disabled pupils such as visual timetables.
- Pupils with SEND are encouraged to take part in a range of activities including music and physical activities. No child is precluded from any experience, school visit etc. because of additional needs.

Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To increase staff knowledge of Autism (ASD) and ways to support pupils with ASD.	<ul style="list-style-type: none"> - Whole staff AET training to be renewed (this needs to be renewed every 3-4 years and was last completed in 2017) - Key members of staff to have more in depth training e.g AET Good Autism Practice or AET Leading Good Autism Practice 	KG SLT Whole Staff	Summer 21 Summer 21	<ul style="list-style-type: none"> - Staff will be trained to AET Level 1 standard. - Staff will be confident supporting pupils with ASD - Pupils with ASD will be able to access the curriculum.
To enable pupils to have more ownership of their learning and understanding of their difficulties.	<ul style="list-style-type: none"> - Pupil interviews - Pupils with PSPs to have a greater role in deciding their targets 	KG Class teachers Pupils	Summer 21, ongoing	<ul style="list-style-type: none"> -Pupils are able to identify their own barriers to learning -Pupils are able to identify and use resources to support themselves (age dependent)
To increase the access to the curriculum for pupils with speech and language difficulties.	<ul style="list-style-type: none"> - Language Link assessments will be completed in Reception and annually in other year groups (as needed). - Language Link groups will be delivered to fill gaps in language - Referrals to SALT will be made as necessary 	Early Years staff Early Years and KS1 staff, KG KG	Ongoing Ongoing Ongoing	<ul style="list-style-type: none"> - Pupils with speech and language difficulties will be identified early -Staff are able to support pupils with speech and language difficulties

	<ul style="list-style-type: none"> - Relevant staff will have Language Link training - Whole staff will have refresher speech and language training 	<p>KG and relevant staff</p> <p>KG</p>	<p>Summer 21</p> <p>Summer 22</p>	<ul style="list-style-type: none"> - Pupils with speech and language difficulties are able to access the curriculum - Pupils with speech and language difficulties make appropriate progress
To increase support for pupils with sensory processing difficulties	<ul style="list-style-type: none"> - Support from SISS to be sought as needed - Sensory audits of classrooms to be conducted - Sensory circuits to be introduced - Appropriate resources to be purchased as needed - Staff training on ADHD and sensory processing difficulties - Referrals to OT, SAS, SISS, Community Pediatrics to be made as necessary. 	<p>KG</p> <p>KG and class teachers</p> <p>KG and TAs</p> <p>KG</p> <p>KG</p> <p>KG</p>	<p>Ongoing</p> <p>Spring 22</p> <p>Spring 21</p> <p>Ongoing</p> <p>Summer 22</p> <p>Ongoing</p>	<ul style="list-style-type: none"> - Pupils with sensory processing difficulties are able to access the curriculum. - Pupil with sensory processing difficulties have the appropriate resources to support them. - Staff have a greater awareness of sensory processing difficulties

Aim: Improve and maintain access to the physical environment

Current good practice

The environment is adapted to the needs of pupils as required.

This includes:

- Ramps
- Appropriate corridor width
- A disabled parking space
- A disabled toilet
- Class libraries are available in each classroom

Objectives	Action to be taken	Person Responsible	Date to be completed by	Success Criteria
Emergency and evacuation systems will inform all pupils.	Flashing alarms to be installed in as well as auditory alarms (as required) Emergency lights to be checked.	Premises Committee	Spring 24 Annually	Both visual and auditory alarms are fitted. Emergency lighting is working effectively.
All areas of the school are well lit to support visual difficulties.	Bulbs replaced where necessary. Strip lighting is replaced with a more suitable alternative (classrooms as a priority)	Premises Committee (only Caterpillar room, Year 1, Year 2 classrooms and SEND room lights to be replaced).	Ongoing as required Spring 24	All areas of school are well lit.

Aim Improve the delivery of information to pupils/parents/ staff with a disability

Current good practice

- Internal signage is clearly presented.
- Information is presented both visually and orally during lessons and events such as parent workshops.
- The school website is available in different languages.
- Information is shared with parents electronically. Parents can then view in a different size or font if necessary.
- Specialist support can be accessed from the SISS sensory team when needed.
- Larger assessment materials can be provided where necessary.
- The SENDCO is trained to use Makaton signing and symbols, should this be required.

Objectives	Action to be taken	Person Responsible	Date to be completed by	Success Criteria
To increase staff knowledge of how to present information to pupils with hearing and visual difficulties.	- Parents will be encouraged to take children for sight/ hearing tests where a concern is raised	Class teachers, parents	Ongoing	<ul style="list-style-type: none"> - Pupils with hearing and visual difficulties will be identified early. - Pupils with hearing and visual difficulties will be able to access the curriculum. - Pupils with hearing and visual difficulties will make appropriate progress. - Staff will have a greater understanding of the impact of visual and hearing difficulties.
	- Assessments for visual memory/ processing will be carried out to potentially identify difficulties	KG	Spring 21, ongoing	
	- Referrals for further assessment/ support will be made as necessary	KG	Ongoing	
	- -Larger interactive whiteboard handouts will be provided for pupils where needed	Class teachers	Ongoing	
	- Staff training on hearing and visual difficulties	KG	Summer 23	

4. Monitoring arrangements

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a period of 3 years, however, it may be reviewed and updated more frequently if necessary. This plan has been approved by the Head Teacher and SENDCo.

5. Links with other policies

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

- Special educational needs and Disability (SEND) policy
- SEND information report
- SEND action plan
- Medical conditions in school policy
- Equality policy
- Behaviour Policy
- Curriculum Policies
- Health and safety policy
- Risk assessments

This Policy was reviewed and agreed by the Head Teacher on: 11.02.21 & issued to Personnel Committee 15.02.21

Review date: Spring 2024