St Augustine's Catholic Primary School

Accessibility Plan 2026-29

"We love and learn together by growing in friendship with Jesus"

Linked virtues:

'Compassionate & Loving'

September 2026

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 adaptations across the 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 assistive technology.
- Curriculum progress is tracked for all pupils.
- 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 SEND 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 build on current good practice by ensuring high-quality adaptation and scaffolding strategies are consistently planned and implemented across all curriculum subjects.	Audit current adaptation and scaffolding practices across all subjects to identify strengths and areas for development. Develop and share a bank of subject-specific adaptation and scaffolding strategies and resources. Monitor classroom practice through learning walks, planning monitoring, book looks and pupil voice activities, with a focus on accessibility and inclusion. Share effective practice through staff meetings, coaching opportunities and curriculum team discussions, building on previous CPD. Review the impact of adaptations on pupil engagement, independence and progress, particularly for pupils with SEND and disabilities.	KG/ subject leaders KG/ subject leaders KG/ subject leaders KG/ subject leaders KG/ subject leaders	Autumn 26 Summer 27 Ongoing Ongoing Ongoing	- Adaptation and scaffolding are evident in planning and classroom practice across all curriculum subjects. - Staff demonstrate confidence in selecting and implementing appropriate adaptive teaching strategies. - Pupils with SEND and disabilities can access learning alongside their peers and participate fully in lessons. - Learning walks, work scrutiny and pupil voice indicate consistent and effective use of adaptations across the school. - Pupils increasingly demonstrate independence, with scaffolds used purposefully and gradually reduced where appropriate. - Progress and engagement data show that pupils with SEND and disabilities continue to make at least expected progress across the curriculum. - Feedback from pupils, parents and staff indicates that the curriculum is accessible,

				inclusive and supportive of individual needs.
To continue to increase the access to the curriculum for pupils with speech and language difficulties.	EYFS Wellcomm set to be purchased. Wellcomm assessments will be completed in EYFS and annually in other year groups (as needed). Wellcomm groups will be delivered to fill gaps in language Soundbuilders will continue to be used to support speech sound difficulty. Referrals to SALT and SISS SLCD team will continue be made as necessary Colourful Semantics will be expanded to be used in English lessons in all year groups, building on previous usage in KS1 and Y5.	Early Years staff Early Years staff, RS and KG RS RS KG KG, KS and teaching staff.	Autumn 26 Ongoing Ongoing Ongoing Autumn 26-ongoing	- Pupils with speech and language difficulties will be identified early -Staff are able to support pupils with speech and language difficulties - Pupils with speech and language difficulties are able to access the curriculum - Pupils with speech and language difficulties make appropriate progress
To continue to improve participation in extracurricular activities, building on current good practice.	Continue to ensure clubs/ enrichment target a range of interests, not just sport. Track club participation for all pupils using Insight. Continue to ensure reasonable adjustments are in place for clubs, trips, residentials etc.	JF and relevant staff All staff leading clubs KG and staff leading clubs	Autumn 26-ongoing Autumn 26-ongoing	- Pupils with SEND are represented in clubs and enrichment activities. - Reasonable adjustments are identified and implemented. - Participation rates increase annually.

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 (to avoid the need to visit the library)
- All classes have a sensory space, in addition to the Woodlands room

Objectives	Action to be taken	Person Responsible	Date to be completed by	Success Criteria
To maintain and further develop sensory-friendly spaces.	Regularly review and maintain designated sensory-friendly spaces to ensure they remain safe, welcoming, and fit for purpose. Audit sensory resources annually and replenish or update equipment as required. Ensure staff understand the purpose and effective use of sensory-friendly spaces.	KG KG KG/ all staff	Termly Summer 27 Ongoing	- A calm space is available for pupils requiring regulation support. - Sensory resources are available and maintained. - Pupils can access the space when needed.

	Gather pupil voice to inform the development and improvement of sensory-friendly environments. Monitor the use and impact of sensory spaces through behaviour records, wellbeing measures, and staff feedback. Consider sensory needs when making changes to the school environment, including classroom layouts and shared areas.	KG KG JF/ KG	Spring 27 Ongoing Ongoing	
To improve accessibility of playground environments.	Collect pupil voice about the current playground options Continue to train pupils to be Peer Listeners and Active Play Heroes and ensure these roles are fulfilled. Using Inclusion Fund, purchase additional resources based on pupil feedback. Investigate play initiatives such as OPAL play Ensure lunchtime supervisors continue to be trained to support SEND, building on previous CPD.	KG and School Council KG, MC, Y5/6 teachers, lunchtime supervisors. JF/KG JF/KG KG/ CH	Spring 26 Autumn 26 Spring 27 Spring 27 Ongoing	- Inclusive playground equipment is available. - Quiet areas and sensory opportunities are provided. - All pupils can participate safely during breaktimes.

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.
- Interpreters are used to support parents during meetings, where available (based on current staff).
- Reading support e.g adult reading course, has been offered to parents.
- The SENDCo and Nursery TA are 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 the consistent use of visual communication supports across the school	Add Widgit symbol signage to key areas of the school. Ensure consistency of visual communication, including the use of visual timetables, now-and-next boards, task checklists, symbols, and visual prompts. Create and share a bank of visual resources that can be adapted for different ages, subjects, and needs. Ensure visual communication supports and dual coding are incorporated into lesson delivery,	KG KG/ teaching staff KG/ teaching staff KG/ teaching staff	Spring 26 Autumn 26 Summer 27 Spring 27	- Visual communication supports are consistently evident in classrooms, intervention spaces, and shared areas across the school. - Staff confidently and effectively use visual supports to promote understanding and participation. - Pupils, particularly those with communication and language

	classroom routines, and transitions throughout the school day, particularly when introducing new vocabulary. Use of staff meeting time to support staff use of Widgit.	KG	Spring 27	needs and EAL, demonstrate improved understanding of routines, instructions, and learning tasks. - Pupils are able to access learning more independently through the use of visual prompts and scaffolds. - Reduced reliance on repeated verbal instructions is observed during lessons and transitions. - Pupil voice indicates that visual supports help them to understand expectations and feel more confident in their learning. - Monitoring activities, including learning walks and observations, show that visual communication strategies are embedded within everyday practice and contribute to an inclusive learning environment.
To improve access to digital learning resources and assistive technology for pupils and parents, particularly	Increase the availability and use of assistive technology, such as text-to-speech, speech-to-text, reading pens,	KG	Summer 27	- Accessibility features are enabled on school devices.

those with dyslexia, literacy difficulties, and other barriers to reading and writing.	screen readers, audiobooks, and accessibility tools, building on the technology currently available. Recap previous CPD with staff to remind them of effective use of assistive technology and available tools. Regularly check that digital tools and assistive technology are running well, apps up to date etc. Ensure children are trained in how to use assistive technology effectively. Offer information, workshops, or guidance materials to parents on accessing and using assistive technology and accessibility features at home. Monitor the impact of digital tools and assistive technology on pupil engagement, independence, attainment, and parental access to information.	KG MC KG/MC KG KG	Spring 27 Termly Ongoing Spring 27 Summer 27	- Staff understand how to use assistive technology. - Pupils requiring adaptations can access learning independently. - Pupils report increased confidence and independence. - Parents have an understanding of how assistive technology can support at home.

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:

Review date: Annually until July 2029.