



**St Augustine's Catholic Primary School**  
Be the Best You Can Be

# **Accessibility Plan**

**October 2021 to October 2024**

St Augustine's Accessibility Policy should be read in conjunction with the Equal Opportunities Policy and Procedure (2020) and SEND Policy (2021).

**Intent:**

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

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 carry out **normal day-to-day activities**.

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy* and related *SEN information report*;
- *policy for Supporting pupils at school with medical conditions*; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

St Augustine's Catholic Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen. Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves. We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen. We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination. We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

## **Implementation:**

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

### **Identification**

St Augustine's Catholic Primary School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

### **Curriculum**

St Augustine's Catholic Primary School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and chrombooks) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of [ASD] [epilepsy] [attachment disorder] on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training regarding sensory impairments and the school environment;

### **Physical Environment**

St Augustine's Catholic Primary School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to some school entrances;
- allowing parking permits inside the school car park families with a disability;
- providing an accessible toilet
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

### **Information**

St Augustine's Catholic Primary School already makes written information more accessible to disabled pupils through:

- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

Our Accessibility Plan shows how access to St Augustine's Catholic Primary School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate inschool life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encouraging pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school and Plymouth CAST. It will advise other school planning documents.

St Augustine's Catholic Primary School will work in partnership with Dorset County Council and Plymouth CAST in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

St Augustine's Catholic Primary School 's Accessibility Plan will be implemented by Emma Berry (Headteacher) and Sam Newington (Health and Safety Governor) . Sufficient resources will be allocated by St Augustine's Catholic Primary School to implement this Accessibility Plan.

**Impact:**

The St Augustine's Catholic Primary School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governing Body.

The governing body and Plymouth CAST will monitor St Augustine's Catholic Primary School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The St Augustine's Catholic Primary School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Plymouth CAST complaints procedure covers the Accessibility Plan.

**St Augustine's ACCESSIBILITY PLAN: Improving access to the curriculum**

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>A CPD programme needs to be in place with regular updates to ensure that all staff have an awareness of diabetes, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils.</p>	<ol style="list-style-type: none"> <li>1. Whole school staff (including support staff) awareness training provided by local specialist nurse</li> <li>2. Specific training to be undertaken by identified staff</li> <li>3. Pupils with diabetes will be provided with an Individual Healthcare Plan in line with Supporting pupils at school with medical conditions.</li> </ol>	<p>Headteacher  Identified staff  Headteacher and H&amp;S Governor</p>	<p>By Dec 2021</p>	<ul style="list-style-type: none"> <li>• Pupils and their families feel supported and their needs understood;</li> <li>• Pupils with diabetes have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs;</li> <li>• Pupils with diabetes continue to achieve in line with their ability;</li> <li>• Teachers and support staff are confident in meeting the needs of pupils with diabetes and know how to support them, including in an emergency.</li> </ul>
<p>A CPD programme needs to be in place with regular updates to ensure that all staff have an awareness of epilepsy, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils.</p>	<ol style="list-style-type: none"> <li>4. Whole school staff (including support staff) awareness training provided by local specialist nurse</li> <li>5. Specific training to be undertaken by identified staff</li> <li>6. Pupils with epilepsy will be provided with an Individual Healthcare Plan in line with Supporting pupils at school with medical conditions.</li> </ol>	<p>Headteacher  Identified staff  Headteacher and H&amp;S Governor</p>	<p>By Sept 2021</p>	<ul style="list-style-type: none"> <li>• Pupils and their families feel supported and their needs understood;</li> <li>• Pupils with epilepsy have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs;</li> <li>• Pupils with epilepsy continue to achieve in line with their ability;</li> <li>• Teachers and support staff are confident in meeting the needs of pupils with epilepsy and know how to support them, including in an emergency.</li> </ul>

<p>All out of school activities / trips need to be planned in advance to ensure that all pupils with a disability are able to take part.</p>	<ol style="list-style-type: none"> <li>1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through training</li> <li>2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc.</li> <li>3. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements.</li> </ol>	<p>Headteacher and SEN governor</p> <p>Senior Leadership Team</p> <p>Individual class teachers and SENCO</p>	<p>By Oct 2021</p>	<ul style="list-style-type: none"> <li>• No out of school activities / trips are planned without consideration of how pupils with a disability will be included;</li> <li>• All out of school activities / trips will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements;</li> <li>• Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events</li> <li>• Pupils and their families feel included in out of school activities.</li> </ul>
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What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Review the school site to ensure that all areas are accessible to pupils with mobility issues or other disabilities	<ol style="list-style-type: none"> <li>1. Survey of school site and identification of any issues</li> <li>2. Possible changes to the site to be discussed and options made available</li> <li>3. Any changes needed to be carried out</li> </ol>	<p>Headteacher and H&amp;S governor</p> <p>Caretaker</p> <p>Headteacher and H&amp;S governor</p>	By Spring 2022	<ul style="list-style-type: none"> <li>• All pupils can access all parts of the school site safely and successfully</li> </ul>

**St Augustine's ACCESSIBILITY PLAN - Dec 16 to Dec 19: Improving the physical environment**

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible?</b>	<b>When will this be done?</b>	<b>Cost (est.) £</b>	<b>How can we tell if this is successful?</b>
<p>The outside areas of the school require improvement; specifically the areas of:</p> <ul style="list-style-type: none"> <li>pedestrian access;</li> <li>car parking;</li> <li>security</li> </ul>	<ol style="list-style-type: none"> <li>Access to pedestrian areas should be reviewed for any potential hazards and a railing to separate traffic from pedestrians installed in the car park;</li> <li>Redesign and mark out proper parking bays</li> <li>Increase the number of accessible parking bays in accordance with Part M standards;</li> <li>Review levels, gradients, cambers and gullies in proximity to all pathways, define footpath edges where necessary and provide tactile paving at key areas</li> <li>Ensure signage in car park is clearly visible and meaningful</li> </ol>	<p>Headteacher &amp; Caretaker</p> <p>Headteacher &amp; Caretaker</p> <p>Headteacher &amp; Caretaker</p> <p>Caretaker</p>	<p>By March 2017</p> <p>By July 2017</p> <p>By July 2017</p> <p>By July 2017</p> <p>By July 2017</p>	<p>£5000</p> <p>£1000</p> <p>£2000</p> <p>£1000</p>	<ul style="list-style-type: none"> <li>The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards;</li> <li>Pupils with disabilities and their families are easily and quickly able to access the school building.</li> </ul>
<p>The internal areas of the school require improvement to ensure that pupils with physical difficulties can access the school environment. Specifically, the:</p> <ul style="list-style-type: none"> <li>Entrance area; and</li> <li>Accessible toilet</li> </ul>	<ol style="list-style-type: none"> <li>Floor areas and slopes will be replaced with non-slip surfaces;</li> <li>Toilet facilities will be reviewed to ensure they can be accessed by disabled pupils</li> </ol>	<p>Caretaker</p> <p>Headteacher &amp; Caretaker</p>	<p>By July 2018</p> <p>By July 2018</p>	<p>£10000</p>	<ul style="list-style-type: none"> <li>The entrance to the school is welcoming and safe to all;</li> <li>Pupils and their families feel needs are met;</li> <li>Pupils can safely access the toilet independently or with assistance if necessary, aiding better life outcomes.</li> </ul>

**St Augustine's ACCESSIBILITY PLAN - Dec 16 to Dec 19 : Making written information more accessible**

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible?</b>	<b>When will this be done?</b>	<b>How can we tell if this is successful?</b>
<p>The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website</p>	<ol style="list-style-type: none"> <li>1. All written information available to pupils and their parents will be considered in detail by the SLT, parent links and the school council. The school will consider the needs of both its current and future pupils during this exercise;</li> <li>2. The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools.</li> </ol>	<p>Senior Leadership Team, SENCO, parents, pupils and IT leaders</p> <p>SENCO and SEN governor</p>	<p>By July 2017</p> <p>By July 2017</p>	<ul style="list-style-type: none"> <li>• All future written information is designed with the specific needs of disabled pupils in mind;</li> <li>• Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means;</li> <li>• Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.</li> </ul>
<p>The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need</p>	<ol style="list-style-type: none"> <li>1. Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs;</li> <li>2. A communication audit by SALT and other specialist services as appropriate to the needs of pupils at the school;</li> <li>3. Specific training for those developing written information for the school and class teachers supporting pupils with specific needs.</li> </ol>	<p>Headteacher</p> <p>Senior Leadership Team</p> <p>Senior Leadership Team</p>	<p>By Dec 2017</p> <p>By Dec 2017</p> <p>By Dec 2017</p>	<ul style="list-style-type: none"> <li>• Staff are aware of the different ways in which pupils take on and learn new information;</li> <li>• Thought is given to all future communication with disabled pupils in mind;</li> <li>• The school is more effective in meeting the needs of pupils with a disability;</li> <li>• Pupils with a disability and their parents feel welcome and confident that their needs are being met.</li> </ul>