

# ST. AUGUSTINE'S CE PRIMARY

## SCHOOL ACCESSIBILITY POLICY



## VANTAGE ACADEMY TRUST

Document Name	Accessibility Policy
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Responsibility	Trustees
Approved by	Local Advisory Board

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1.0	03/05/18	S Nujjoo	Local Advisory Board	
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## INTRODUCTION

- 1.1 At St. Augustine's CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.
- 1.2 This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Local Advisory Board is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.
- 1.3 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".
- 1.4 According to the Equality Act 2010 a person has a disability if:
- He or she has a physical or mental impairment, and
  - The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- 1.5 The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Advisory Board will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## OBJECTIVES

- 2.1 St. Augustine's CE 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 are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 2.2 The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

- 2.3 The St Augustine's Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
- 2.4 The Accessibility Plan contains relevant and timely actions to:-
- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
  - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 2.5 The St. Augustine's Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 2.6 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.
- 2.7 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Positive Behaviour and Self Esteem Policy
  - Contingency and Continuity Plan
  - Health & Safety Policy
  - School Improvement Plan
  - Special Educational Needs and Disabilities Policy
  - Teaching and Learning Policy

## RESPONSIBILITY

- 3.1 The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Local Advisory

Board. 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. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

- 3.2 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 3.3 The Accessibility Plan will be published on the school website.
- 3.4 The Accessibility Plan will be monitored by the Local Advisory Board.
- 3.5 The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.
- 3.6 It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address any priorities identified in the plan.

See Appendix A : Plan of the school buildings showing areas of accessibility.

## ST AUGUSTINE'S COFE ACCESSABILITY PLAN

An Access Audit was carried out by the Principal, Chief Operating Officer, Senior Leadership Team and Site Manager in March 2018

Access Report Ref.	Item	Activity	Timescale	Cost
1.	External Steps	Mark steps with yellow highlighting paint	Ongoing	Cost of paint
2.	Stairs KS2	Ensure edging strips are in satisfactory condition	In place – to maintain	
3.	Wheelchair access	Access by Reception class and ramp by exterior door (near the climbing frame). Access via ramp leading to main School Reception (via Gate House on Bolton Road).	Continue to maintain satisfactory access with no obstacles	
4.	Exterior playground lighting	Continue to ensure bulbs regularly replaced to ensure sufficient light outside	Ongoing	
5	Disabled toilet facilities	Available on downstairs corridor adjacent to Y2 clockrooms.		
6	Disabled parking	Available in school car park		

## ACTION PLAN A– IMPROVING PHYSICAL ACCESS: SCHEDULE 21

Ref	Question	Recommendations	TimeScale	Priority	Cost	DateCompleted	Responsibility	
							LAB	School
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing		
2	Wheelchair access to main school building corridor KS1	Wheelchair users can access KS1 playground independently.  Internal doors would have to be held open to access Yrs 1 and Y2 classrooms	Completed					
3	Changing and Shower facilities	Future plan within new building working	Summer 2018	Med				

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**ACTION PLAN B – IMPROVING CURRICULUM ACCESS: SCHEDULE 22**

Ref	Question	Recommendations	TimeScale	Priority	Cost	DateCompleted	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing					
2	Interventions	Senior Leadership Team to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups and within the SEND responsibility.	Ongoing					
3	Classrooms are organised to promote the participation and independence of all pupils	Senior Leadership team to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing					



4	Staff training in the production, implementation and review of Provision maps and IPMs and monitoring systems.	Senior Leadership Team to deliver staff training to teaching staff.	Ongoing					
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school:	SLT /SENDCO to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary						

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## APPENDIX A: BUILDING PLAN

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