Accessibility Plan

St Augustine's CE Primary School

St Augustine's CE Primary School Accessibility Plan 2022 – 2026

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Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. 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". According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Augustine's CE Primary School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Deputy Head / Business, Curriculum and Operations and each target evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

At St Augustine's CE Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The St Augustine's CE Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) 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 Authority 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

3) 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 4 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.

4) The St Augustine's CE 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. The Accessibility Plan contains relevant and timely actions to:- • Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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.

5) The St Augustine's CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information

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

7) This Accessibility Plan should be read in conjunction with the following St Augustine's CE Primary School policies, strategies and documents:

• Asset Management Plan

• Behaviour Management Policy

• Curriculum Policy

• Business Continuity Plan & Disaster Recovery

• Equal Opportunities Policy

• Health & Safety Policy

• Equality Plan • School Prospectus • School Improvement Plan

• Special Educational Needs Policy

• Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the 5 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.

9) 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.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

o Increase access to the curriculum for pupils with a disability,

o Improve and maintain access to the physical environment o Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Action Plan

The Action plan will show:

• Clear allocation of lead responsibility;

• Clear allocation of resources;

• An indication of expected outcomes or performance criteria;

• Clear timescales; and • A specified date and process for review.

5. Access Audit

The school comprises of a two storey building with wide corridors and several access points from outside wide enough to accommodate wheelchairs.

On-site car parking for staff and visitor includes a dedicated disabled parking bay. The majority of entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a push button electrically operated external door and a low reception hatch, both of these being fully accessible to wheelchair users. There are disabled toilet facilities available on the ground floor.

All are fitted with a handrail. The school has internal emergency signage and escape

routes are clearly marked, all exits are appropriate for wheelchair users.

Management, coordination and implementation

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

. • The Governors and Senior Leadership Team will work closely with the Local Authority

Aim 1 To increase the extent to which disabled pupils can participate in the school

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To liaise with nursery providers to review potential intake for upcoming year	identify pupils who may need additional to or different from provision for Sept 2024 Intake	Sept 2024	HT EYFS 2 teachers	Procedures/equipment / ideas set in place by Sept 2024
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupil's on going health needs.	To ensure collaboration between all key personnel	Ongoing	HT Learning Mentor SENCO	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas	Ongoing	HT TA Outside Agencies SENCO Ed Psy	Advice taken and strategies evident in classroom. All children supported and accessing the curriculum

		• Use of interactive ICT equipment • Specific equipment sourced from occupational therapy Special school Ed Psych ASD children supported and accessing curriculum.			

Medium Term	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
	To monitor attainment of more able /G &T pupils	Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list	Ongoing Annually	Class teachers	Able G&T children making proportionate progress. Achieving above average result
	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter	Ongoing	Whole School Approach	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

		keys to aid disabled users in using a keyboard • Elklan and Communication Friendly School training for all staff • Giving alternatives to enable disabled pupils to participate successfully in lessons within the mainstream school. • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.			

Long Term	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT Core curriculum coordinators Governors	All children making good progress

	To deliver findings to the governing body and trustees	Report to governors and trustees	Annually Termly SEND governor/ SENDCO meetings	SENDCO SLT. SEND Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of IEP/ pupil passport process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible
	To ensure that the medical needs of all pupils are met fully	To conduct parent interviews, liaise with external agencies, identifying	With immediate effect to be	Head Teacher Occupational health	

	within the capability of the school.	training needs and establish individual protocols where needed.	constantly reviewed		

Medium Term	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
Long Term	To improve community links	School to continue to have strong links with schools in Manchester Authority (Vantage) and the wider community.	Ongoing	SMT All Staff	Improved awareness of disabilities/the wider community of Manchester and the world and their needs Improved community cohesion
	Continue to develop interactive playgrounds and facilities.	Look for funding opportunities	Ongoing	Trust Bid Writer	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Upper KS2 children	Ongoing From 2024	PHSE coordinator SLT	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure pupils with a hearing impairment have access to all areas of the curriculum	Monitored/improved by sensory support service Regular intervention by Sensory Support services and Speech and Language	Ongoing	SLT Sensory Support Team	Pupils with hearing impairments are able to access the curriculum
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children. 1-1 small group support from qualified LSA when required	Ongoing	Staff to be aware	ASD children able to access the curriculum
	To enable improved access to written information for pupils, parents and visitors.	Translators in school for key languages where possible • Raising awareness of font size and page layouts/ background colours will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts			

		will improve access. • Auditing signage around the school to ensure that is accessible 15 to al			

Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	Information collected about new children . • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • IEP/ Pupil Passport meetings • Medical forms updated annually for all children • Personal health plans / PEEP Significant health problems – info kept in separate file in school office/ CPOMS Log	Annually	Class teachers Outside agencies SMT Office staff	Each teacher/staff member aware of disabilities of children in their classes

Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ CPOMS	Record keeping system to be reviewed.	Continual review and improvement	SLT	Effective communication of information about disabilities throughout school.

Review Date: November 2026