



ST AUGUSTINES
SCHOOL AND NURSERY



Holy
Family
Catholic Multi
Academy
Trust

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Signed - Headteacher	E Lambe
Signed – Chair of governing body	A Woodhead

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

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’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Improving access to and participation within the curriculum

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

Our aim 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.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be updated.	SENDCo	<p>Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments.</p> <p>Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clear to all. Meet with parents of children whose care plans/documentation needs updating.</p>	<p>SEND register and paperwork for individuals.</p> <p>Care plans</p>	Ongoing	<p>SEN and Medical needs will be up-to- date.</p> <p>Teachers and TAs will be aware of the needs of children in their class.</p>
Effective communication and engagement of parents	SENDco SLT	<p>Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers.</p> <p>Termly review meetings with parents of children with SBSPs and EHCPs.</p>	<p>-Up-to-date SBSPs and EHCPs</p> <p>-Rooms for meetings - Diary dates</p>	On going	Increased engagement of parents

<p>Effective communications with nurseries and schools to provide a quality transition.</p>	<p>EYFS Teacher/ SENDCo</p>	<p>To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs.</p>	<p>-Teacher/SENDCo time</p>	<p>On going</p>	<p>Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.</p>
<p>Training for staff on increasing access to the curriculum for all learners and removing potential barriers</p>	<p>SLT/ SENDco</p>	<p>Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers</p>	<p>-Staff meeting -TA training - SENDCo/Teachers time -External agency training</p>	<p>Ongoing</p>	<p>Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.</p>
<p>Use appropriate assessment tools and activities for children working pre-key stage</p>	<p>SENDco</p>	<p>Use professionals suggestions for adaptations of the curriculum.</p>	<p>-SENDco/Teachers time - External agency support</p>	<p>One year</p>	<p>Children working pre- key stage will have consistent approaches for assessment and</p>

		SENDCo to attend SEND Hub and see what other local schools (including special schools) are doing to support pupils working pre-key stage.			access every subject in a tailored way.
To ensure that the medical needs of all pupils are met fully within the capability of the school	SLT / SENDco	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies to identify training needs	-Staff meeting -TA training	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo	Ipads available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols , wobble cushions etc	-Audit of equipment and needs - Staff training - Cost of resources	One year and on going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning

Appropriate use of intervention and their success and impact on progress	SENDco	<p>Track intervention success on Balance</p> <p>Strategically staff interventions to allow for optimum outcomes for pupils with SEN.</p> <p>Have intervention groups across classes/year groups to give more children opportunities to attend interventions.</p> <p>Improve gross and fine motor skills interventions.</p> <p>Improve sensory interventions.</p>	<p>-Balance</p> <p>-Training on new interventions through external professionals -</p> <p>Resources required to deliver interventions</p>	One year	There is clear progress for all children
All children are visible in the curriculum and resources	SENDco	Resources will reflect the needs of the pupils.	-Books	One year	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

2. Improving access to the physical environment

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

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort	SLT / SENDco	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming.	-Risk Assessments - Time for pre visit if required	On going	All SEND are able to access all trips
Ensure all children feel safe and involved at playtimes	SLT	MDAs to encourage children to join in games	-Training for MDAs -Buddy system for new children	On going	Children feel safe in school – evidence in survey results from children
Maintain safe access round the interior and exterior of the school	Head / Premise officer	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff	- Premise walk	On going	There is safe access throughout the school

<p>Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation</p>	<p>SLT</p>	<p>Audit SEND children use of clubs and extended services Risk assessments put in place if needed</p>	<p>-Registers of clubs and extended day - risk assessments</p>	<p>On going</p>	<p>Increased access of SEND children at After school clubs and extended successfully and happily with the correct support if required</p>
<p>To make effective use of the Jade Room</p>	<p>SLT</p>	<p>Children to use the Jade Room for regulation.</p>		<p>On-going</p>	<p>Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.</p>

3.Improve the access and delivery of written information

To improve the delivery of information for pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation to check accessibility for parents	SLT Office staff SENDCo	Ensure documents are accessible to everyone. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time	On going	All parents will be able to be aware of what is happening at school
Ensure written materials are available in alternative formats	Office manager SENDCo	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate Office time	Ongoing	Parents are able to access all information

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the headteacher.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storeys 3 levels	No action needed	Headteacher	
Corridor access	Wider than average corridors	No action needed	Headteacher	
Lifts	1 lift to allow access to hall	No action needed	Headteacher	
Parking bays	2 parking bays	No action needed	Headteacher	
Entrances	Wide doorways on all classrooms double doors in hallways	No action needed	Headteacher	
Ramps	Ramp leading to upper level	No action needed	Headteacher	
Toilets	Disabled toilets with wide access	No action needed	Headteacher	
playground	Ramp joining play space	No action needed	Headteacher	
Emergency escape routes	clear	Ensure all escape routes remain clear, this should be checked on a daily basis	Headteacher / Site manager	

