



ST AUGUSTINES
SCHOOL AND NURSERY



**Holy
Family
Catholic**

Multi
Academy
Trust

“Let Your Light Shine.” Matthew (5:16)

Accessibility Plan 2024 -2027

Date	January 2024
Presented to staff	January 2024
Approved by Full Governing Body	January 2024
Date of Next Policy Review	September 2027

The Equality Act and Purpose of the Plan

At St Augustine's 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 dedicated to nurturing lifelong learners;
- We are a safe school, committed to improving children's confidence and self-esteem.

The purpose of this plan is to show how St Augustine's intends to secure appropriate access to the school for disabled pupils. Therefore, we outline the purpose of this plan by addressing these key areas:

1. Improve the physical environment of the school in order to ensure all pupils all have access to the full range of the curriculum;
2. Developing the physical environment to ensure all pupils can access essentials needs and facilities;
3. Embed a culture in which all pupils, including those with disabilities, are able to communicate who they are and what talents they have.

Legal Background

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. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. 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".

Definition of Disability

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.

This plan sets out the proposals of the Governing Body of the school to secure appropriate access to education for disabled pupils in the three required key areas of; curriculum, environment and information;

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

St Augustine's aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

Contextual Information

- The school building and playgrounds are accessible for wheelchair users. Even though the school is a single storey building there is a slope and handrails outside classrooms, making it wheelchair accessible. The hall, playground and field are all accessible for PE lessons should this be required. The interim mobile classroom (installed Oct 2025) has been installed with a ramp in the event of wheelchair access.
- A designated disabled parking space is available close to the school's main entrance. Steps are marked with visibility edging for visually impaired pupils and most doors are in a markedly contrasting colour to their surrounds.
- A disabled toilet facility is available in the main building

The Current Range of Disabilities within St Augustine's

The school has children with a limited range of disabilities which include:

- Physical Disabilities,
- Visual Impairments
- Hearing Impairments
- Autistic Spectrum Disorder,
- Attachment disorder(s),
- Medical Conditions that require specialist support;
- Speech and Language difficulties;
- ADHD and Dyslexia.

When children enter school with specific disabilities, the school contacts a range of professionals for assessments, support and guidance for the school and parents.

We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances and these are included in the 'children with medical needs' details in classrooms, staffroom, kitchen and the main office. All medical information is collated and available to staff.

We have competent First Aiders who hold either a current 2 day First Aid certificate or a Paediatric First Aid certificate. Our TAs also have Midday Assistant contracts and all have been recently trained.

All prescribed medication is kept in the fridge in the office. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. All incidents and medical records are kept on our online medical tracker.

Health Care Plans are completed by a) parents of children who require one and b) staff members who have also have medical issues. These are updated annually or sooner if required and the children's plans in particular are shared in some depth during INSET at the beginning of the school year. A copy of the pupil's plans is given to the parents, health professionals and the class teacher. They are placed in the staffroom and an electronic copy is stored on the office computer. The adult health care plans are also held in an electronic file.

We are proud to serve pupils from a wide range of ethnic or minority groups including (but not limited to):

- Children in receipt of Free School Meals and those eligible for Pupil Premium
- Families from the LGBTQ+ community

- Looked after children, and those previously looked after
- Families with disabled siblings
- Pupils and families for whom English is an Additional Language (EAL).

Objectives

Equality and Inclusion	Strategies	Outcome	Timeframe
To ensure that the accessibility plan becomes an annual item at the FGB meetings	Clerk to governors to add to list for FGB meetings.	Adherence to legislation	Annually
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going
To ensure that all policies consider the implications of disability access.	Ongoing review of policies.	Policies reflect current legislation.	On-going

Physical Environment	Strategies	Outcome	Timeframe
To ensure that, adjustments to the school buildings and grounds maintain accessibility for all children and adults.	Audit of accessibility of school buildings and grounds by Governors when making building adjustment.	Modifications will be made to building /development proposals to maintain access.	On-going
To ensure building upkeep/maintenance takes account of accessibility requirements.	Consider colour/paint schemes for visual impairment needs when re-decorating. Maintain step edgings/outdoor ramps/footpath ramps/signs etc. to a good standard to secure ongoing suitable access.	Ongoing school upgrade and maintenance will meet requirements of DDA	On-going
Ensure hearing and visual environment in classrooms is regularly	Seek support from LA HI and VI advisory teachers,	All children have access to the appropriate environment.	On-going

monitored to support hearing impaired and visually impaired children.			
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Curriculum	Strategies	Outcome	Timeframe
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed, e.g. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by the SENDCo.
Increase confidence of all staff in adapting the curriculum.	Be aware of staff training needs on curriculum access. Assign CPD for Dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation. Online learning modules if required.	Raised staff confidence in strategies for differentiation and increased pupil participation.	On-going
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually

	Strategies	Outcome	Timeframe
Written/other information			
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information is provided in alternative formats as necessary.	As needed
To ensure that parents who are unable to attend school, because of	Staff to hold parents' evenings by phone or send home written	Parents are informed of children's progress.	Termly

a disability, can access parents' evenings.	information. Access to sign language interpreters to be considered and offered if possible.		
Provide information in other languages for pupils or prospective pupils.	Access to translators, to be considered and offered if possible.	Pupil and/or parents feel supported and included.	As required
Languages other than English to be visible in school.	Some 'welcome' signs to be multilingual	Confidence of parents to access their child's education.	On-going