

Saint Augustine's Catholic Primary School



**Part of Mater Ecclesiae Catholic Multi Academy
Trust
Accessibility Plan**

St Augustine's Catholic Primary School: Accessibility Plan 2025-2028

1. Introduction

We aim that St Augustine's Catholic Primary School is a welcoming happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Statement of intent

This plan outlines how St. Augustine's Catholic Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.

- External partners.

2. Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' 5

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

3. Roles and Responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCo will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

4. The Accessibility Audit

The governing body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities

- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. Any actions that are undertaken are detailed in the Accessibility Action Plan.

5. Monitoring and Review

This plan will be reviewed every three years by the governing board and headteacher. The next scheduled review date for this plan is May 2028. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

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Targets	Strategies	Outcomes	People Involved / Responsibility	Timeframe	Evaluation
Equality and Inclusion					
To improve staff awareness of disability issues	Review training needs for adults within school community. Provide training as appropriate.	Whole school community is aware of issues	Head Teacher SENDCo Chair of Governors	Ongoing	Staff are more aware of disabilities within our school community. They are able to cater for individual needs both practically and sensitively.
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	Raised staff confidence in strategies for differentiation and increased pupil participation	Head Teacher SLT SENDCo	Ongoing	Work and activities provided for pupils cater for specific needs in order to support, motivate or challenge. Children feel valued and are able to fully access the curriculum.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required				Staff are more aware of disabilities within our school community. They are able to cater for individual needs both practically and sensitively.
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	All pupils in school able to access all educational visits and take part in a range of activities	Head Teacher Group Leader of Educational Visits	As Required	Risk assessments are completed in advance to ensure accessibility. Modifications or access arrangements are resolved prior to the visit to ensure all can fully take part.

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<p>To continue with our approachable 'open door' ethos</p>	<p>Have a good knowledge and to develop good relationships with parents and carers. Ensure all feel welcome. Ensure families are able to access information.</p>	<p>All parents and carers feel welcome and comfortable.</p>	<p>Head Teacher SLT Office Staff</p>	<p>Ongoing</p>	<p>Parent and carers feel welcomed into school. That their opinions and views are valued and considered. Parents trust the school and the education provided for their child.</p>
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Improving access to the physical environment of the school:

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Targets	Strategies	Outcomes	People Involved / Responsibility	Timeframe	Evaluation
Physical Environment					
Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities	All disabled pupils and staff working alongside are safe in the event of a fire	SENDCo	Annually	PEEPS are updated annually in conjunction with parents/carers and appropriate services e.g. fire brigade.
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware Liaise with SENCo on information with regard to the visual impaired and hearing impaired pupils	Hardware and software available to meet the needs of children as appropriate	Head Teacher ICT Lead Mater Ecclesiae ICT Partnership	Ongoing	ICT lead continually monitors ICT resources and provision to ensure accessibility. ICT lead works with current providers to ensure quality of resources and value for money.

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<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p>	<p>To create access plans for individual disabled pupils as part of the IEP process when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process.</p> <p>Ensure staff aware of Environment Access Standard</p>	<p>IEPs in place for disabled pupils and all staff aware of pupils needs.</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities.</p> <p>Access issues do not influence recruitment and retention issues</p>	<p>Head Teacher SLT SENDCo Governors</p>	<p>As Required</p> <p>Induction and ongoing if required.</p> <p>Annually</p> <p>Recruitment Process</p>	<p>Head Teacher, SLT and SENDCo regularly check school grounds to ensure access. They continually monitor the needs of the school community to ensure that there are no barriers to access.</p>
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<p>To continue to improve the school's physical environment.</p>	<p>Carry out an audit of school buildings and grounds; consider wheelchair access, parking and accessible toilet.</p> <p>Make suggestions and implement as budget allows.</p> <p>Alternative arrangements to be made where physical modifications are not possible.</p>	<p>Modifications will be made to the school building and grounds to improve access.</p>	<p>Head Teacher Governors</p>	<p>Ongoing</p>	<p>Head Teacher, SLT and SENDCo regularly check school grounds to ensure access. They continually monitor the needs of the school community to ensure that there are no barriers to access.</p>
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Improving the delivery of the curriculum to disabled pupils:

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school’s ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Outcomes	People Involved / Responsibility	Timeframe	Evaluation
Curriculum					
To continue to train staff to enable them to meet the needs of children with SEND.	Review the needs of the children. To provide training for staff as required. Refer to SEND policy.	Staff are confident in enabling all children to access the curriculum.	Head Teacher SENDCo All Staff	Ongoing	Work and activities provided for pupils cater for specific needs in order to support, motivate or challenge. Children feel valued and are able to fully access the curriculum. CPD provided for staff to ensure up to date pedagogy.
To ensure that all children are able to access all out of school activities.	Review external activities. Carry out risk assessments Provision of additional support	With modifications all children will be able to access all activities.	Head Teacher SENDCo	Ongoing	Although most clubs are free, Financial support is offered to all families who require it. Risk assessments are completed in advance to ensure accessibility. Use of Evolve ensure quality of risk assessments.

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<p>To provide specialist equipment/resources, to promote participation in learning by all pupils.</p>	<p>Assess the needs of individual children</p> <p>Provide equipment/resources as required. e.g. writing slopes, tinted paper, overlays, headphones.</p> <p>Identified children to have access to visual prompts.</p>	<p>Barriers to learning will be reduced.</p> <p>Children to develop independent learning skills, enabling them to reach their full potential.</p>	<p>SENDCo Class Teachers</p>	<p>As Required Ongoing</p>	<p>SENDCo continually updates SEND register, keeping informed of all needs recommended for individual pupils.</p> <p>Class Teachers to work closely with SENDCo to ensure all equipment is available.</p>
<p>To meet the needs of children during End of Key Stage assessments.</p>	<p>Assess the needs of individual children.</p> <p>Apply for modified papers, additional time etc.</p>	<p>To enable children to reach their full potential.</p>	<p>SENDCo Phase Leaders</p>		<p>SENDCo and phase leader to apply for appropriate support within the correct time frames.</p>
<p>To meet the needs of children with SEND</p>	<p>Use of one-page pupil profiles.</p> <p>Use of IEP's</p> <p>Enhanced provision and access to LA specialist advice for those required support beyond the classroom.</p> <p>Support from outside agencies including: Educational Psychologist, CAMHS, ASD support services, Specialist Children's</p>	<p>Pupil Profiles and IEP's are updated termly.</p> <p>Close Tracking of pupils.</p>	<p>Head Teacher SLT SENDCo Class Teachers</p>	<p>Ongoing</p>	<p>SENDCo ensures that profile are completed and updated regularly. CT provide high quality first teaching and ensure daily delivery of lessons is suitable that children with SEN are fully catered for.</p> <p>SENDCo works closely with outside agencies,</p>

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	Hospitals and Play Therapy.				
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Targets	Strategies	Outcomes	People Involved / Responsibility	Timeframe	Evaluation
Written and Other Information					
To ensure all parents and members of the school community can access information	Written information will be provided in alternative formats, as necessary.	Parents and school community will have access to information in multiple formats	Head Teacher SLT Office Staff Class Teachers	As Required Ongoing	School provides multiple formats and platforms for information.
To ensure parents who are unable to attend school due to a disability can access parent's evenings and other school events.	Staff to make links with parents over the phone and send written information to parents. School events to be documented on school website, class dojo.	Parent are kept informed of their child's progress. Parents are able to share in the celebratory life of the school.	Head Teacher SLT ICT Lead	As Required	Head Teacher and SLT continually assess the needs of parents/carers and modify information as required.
To ensure that signage around the school is clear and appropriate.	Review the needs of the school community	Signs around the school are accessible for all	Head Teacher SLT Chair of Governors Site Manager	As Required	Regular reviews of school environment to ensure all statutory requirements are met.