

St Augustine's Catholic Primary School

Accessibility Plan 2023-2026



St Augustine's Catholic Primary is committed to providing an environment that is suitable and sufficient for all educational purposes which values and includes all students staff parents and visitors regardless of Special Educational Needs or Disabilities.

St Augustine's Catholic Primary is committed to challenging negative attitudes about disability and discrimination and accessibility to ensure we develop a culture of awareness, tolerance and inclusion.

St Augustine's Catholic Primary is committed to improving the physical environment of the St Augustine's Catholic Primary, the curriculum within the St Augustine's Catholic Primary, and the access of information to all stakeholders with disabilities.

Attached is the action plan relating to the key aspects of accessibility as outlined in the Equality Act 2010 and St Augustine's Catholic Primary's Equality Policy.

This plan operates alongside the St Augustine's Catholic Primary's SEND Policy and is consistent with it in terms of principles and resourcing.

The plan will be reviewed annually and adjusted where necessary.

The St Augustine's Catholic Primary acknowledges a role in raising awareness and training staff and governors in all matters related to disability discrimination and the need to inform attitudes on this matter.

The St Augustine's Catholic Primary website will make reference to this Accessibility Plan.

The Plan will be approved by Governors and monitored through the Teaching and Learning, and the Resources Committee of the Governing Body. (or relevant committees to the St Augustine's Catholic Primary.)

Objective	Progress	Aims	By Whom	By When
<p>To improve the extent by which disabled pupils can participate in the St Augustine's Catholic Primary's curriculum.</p>	<ul style="list-style-type: none"> • Disabled students follow the same curriculum as other students who are not disabled. • Disabled students are invited to attend all St Augustine's Catholic Primary trips and supported in doing so if needed. • Planning takes place in advance to enable students to participate in trips and extracurricular activities. • Communication and relationships with parents in this regard is strong. • Disabled students requiring additional resources or staffing for specific lessons such as practical subjects are supported and timetabled to ensure their needs are met. 	<ul style="list-style-type: none"> • To audit the St Augustine's Catholic Primary for students who are registered disabled or consider themselves disabled and ensure this model is working. Including parents/guardians or carers. • To ensure all staff are aware of disabled students and make reasonable adjustments and plan for their needs within St Augustine's Catholic Primary trips or extra-curricular activities. • To revise the transition forms to ensure that registered disabled children or those considered disabled are identified immediately at transition. • Brief all staff and ensure they have adequate training on meeting the needs of disabled 	<p>SENDCo Leadership</p>	<p>Summer '23 and repeat '25</p> <p>Transition meetings – July each year</p>

	<ul style="list-style-type: none"> • Students who take part in choir, for example, have their additional interventions moved to support this. • Staff routinely give additional time to ensure lessons are fully accessible. • Specific staff have been trained to do low level physiotherapy interventions for specific children in specific circumstances. • Students who are disabled have achievement celebrated on all levels. • PCs are user friendly for disabled students e.g. adapted keyboards • Resources are user friendly and One Page Profiles or My Support Plans are used by staff. • Special arrangements made for SATs if necessary 	<p>students on trips and extracurricular activities.</p> <ul style="list-style-type: none"> • Monitor the uptake and expand if possible the extra-curricular activities available to disabled students. • Training to be offered to staff on disability discrimination and creating an inclusive curriculum. • Ensure students with a disability are trained to use the IT resources available and specific to their needs. 		<p>September '23 onwards</p> <p>As and when required</p>
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<p>To improve the physical environment of the St Augustine's Catholic Primary for the purpose of increasing the extent to which disabled students are able to take advantage of the educations, benefits, facilities and services offered by the St Augustine's Catholic Primary.</p>	<ul style="list-style-type: none"> • Children are given additional time to transition around the building. • St Augustine's Catholic Primary now benefits from high contrast edging on stairs in all major routes for student and staff travel around the St Augustine's Catholic Primary. • A lift is available to ensure that transition from the ground floor to the first floor is accessible to all. • Disabled toilet facilities are available on the ground floor. • Students who are disabled have access to disabled parking bays and flexible access to the St Augustine's Catholic Primary buildings and gates. • Adapt Physical environment where 	<ul style="list-style-type: none"> • Wheelchair access to most outside doors available • To ensure that the buildings are maintained and in keeping with the Equality Act, stairways well lit, doors are easy to open, handrails are available, contrast flooring is available. • Ensure disabled parking arrangements are in place for all students with a disability and that the St Augustine's Catholic Primary is flexible about the use of these facilities. • To investigate safety in canteen queues to ensure stability and safety of disabled students. • To investigate possible safe spaces on the ground floor and first floors of the building for children needing a quiet safe space. 	<p>SENDCO / Caretaker / Business Manager</p>	<p>Agreed plans to be put in place when needed</p> <p>Termly premises checks</p> <p>Summer '23 and review '25</p>
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	<p>practical and financially viable to reflect the needs of disabled children without disadvantaging others.</p>			
<p>To improve the delivery to disabled students of information which is readily accessible to students who are not disabled.</p>	<ul style="list-style-type: none"> • Students work is routinely put in larger fonts / coloured paper when required. • Special arrangements applied for SATs tests (e.g. as above) • All St Augustine’s Catholic Primary information is displayed electronically so parents and students can access at home using compatible software or enlarging screens. • Parents can be offered ground floor meeting rooms close to the reception area when meeting to communicate needs of students. 	<ul style="list-style-type: none"> • All letters sent home should be in easy to read fonts and monitored to ensure readability. • Larger prints of letters and information should be made available to students regarding trips/ exam timetables etc.. if this is their normal working practice. • Training to be offered to staff on disability discrimination and creating an inclusive curriculum. • Investigate what other electronic devices the St Augustine’s Catholic Primary can invest in to provide enhanced access to resources. 	<p>SENDCo Admin Team</p>	

Access Audit

Feature	Description	Actions to be taken	Date to complete actions by
Number of storeys	Ground & First Floors to main building. Ground floor plus storage space in roof of Arts block.		
Corridor access	Corridors kept clear		
Lifts	Lift access from reception area to first floor Year 5 classroom area	Service annually	
Parking bays	Designated Disabled bay in space nearest to pedestrian gate		
Entrances	Level access to main entrance and reception class area at the front of the site, and from back playground to entrance foyer at the rear. Gate entry buzzer accessible Manual door entry	Consider automated front door and pedestrian gate	
Ramps	One mobile ramp available		
Doors	Vision panels on doors kept clear		
Stairs	Contrast markings on stairs	Renew markings regularly	

Toilets	Disabled toilet in main entrance foyer on ground floor and in arts block. Hand washing and drying accessible Emergency pull cord available		
Reception area	Two hatches to office area – one at lower level wheelchair accessible height		
Internal signage	Signs clear		
Emergency escape routes	Routes clearly given on signage		
Hearing Assistance	No hearing loops currently fitted	Consider if required	
Visual Disabilities	Contrast colours and painting		