

St Augustine's Catholic Primary School



Accessibility Plan 2017-2019

Purpose of the Plan

We are committed to providing a fully accessible environment which values and includes all pupils, parents and visitors regardless of their education, physical, sensory, social, Spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

At St Augustine's Catholic Primary School 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 committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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, in order to allow them to learn, achieve and participate fully in school life.

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

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".

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 Catholic Primary School 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 whole of the school building and playgrounds are accessible for wheelchair users. As a single storey building there is no requirement for ramps etc. indoors and there are no steps to outdoor spaces, including the school field. We have automatic doors into the Infant and Junior corridors. We also have a disabled toilet with changing facilities. The school has a 'chill out zone' inside for children needing time out or some quiet time. Children may also access the Prayer Garden outside. There are 2 designated disabled parking bays in the car park in front of the school building.

The Current Range of Disabilities within St Augustine's Catholic Primary School

The school has children with a limited range of disabilities which include physical disability, Autistic Spectrum Disorder, ADHD and a range of allergies, such as food allergies. We have a few children who have asthma and all staff are aware of these children.

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

All medical information is collated and available to staff, on the staff noticeboard, and the medical file in the admin office. We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a secure place, with easy access for First Aiders and staff members. Inhalers are kept in the classroom for children to access as required. Inhalers are usually self-administered unless the child requires help.

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.

**ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL- ACCESSIBILITY PLAN
2017- 2019**

Targets	Strategies	Outcome	Timeframe	Monitoring
EQUALITY AND INCLUSION				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to add Accessibility Plan to the list of policies for annual review	Adherence to legislation	Annually	FGB
To ensure that all policies consider the implications of disability access.	Consider during annual review of policies	Policies reflect current legislation.	Annually	Head Teacher/SENDCo & SEND Gov
To ensure smooth transition between year groups/schools/providers	Meet with other providers well before transfer/transition	All necessary arrangements/equipment are in place before transfer	Annually/as required	Head Teacher/SENDCo & SEND Gov
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all	Audit of accessibility of school buildings and grounds by Governors and consult with disabled parents/parents of disabled children	Suggest actions. Modifications will be made to the school building to improve access, if necessary & reasonable	On-going	Head Teacher/SENDCo & SEND Gov/H&S Gov/Finance Committee
CURRICULUM				
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 seek/provide training for staff as needed	Staff are able to enable all children to access the curriculum	On-going	Head Teacher/SENDCo & SEND Gov/H&S Gov/Finance Committee

Targets	Strategies	Outcome	Timeframe	Monitoring
To ensure pupils have full access to trips and extra-curricular activities	Review with parents and providers prior to trip/activity	Activities and trips are available to all children. All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going	Head Teacher/SENDCo/ Class teacher
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.pencil grips, headphones, writing slopes etc.	All children will be able to work as independently as is possible.	On-going	Class teacher/SENDCo
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be applied for as necessary.	Barriers to success will be reduced as far as possible enabling children to succeed with testing.	On-going	Head Teacher/Class teacher
WRITTEN & OTHER INFORMATION				
To ensure that all parents and other members of the school community can access necessary information.	Written information will be provided in alternative formats as necessary.	Parents with particular needs will have the same access to information as any other parent.	As necessary	Head Teacher/Office administrator
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone, Skype, Facetime or send home written information.	Parents with particular needs will be informed of their children's progress.	Termly	Head Teacher/Class teacher

