



St Augustine's Catholic Voluntary Academy

Accessibility Policy

We grow and learn as a family in the footsteps of Jesus

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Review: January 2022

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I. 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 overall objective is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff, volunteers, parents and visitors with a disability.

The plan will be made available online on the school website, and paper copies are available upon request.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The accessibility plan will be resourced, implemented, reviewed and revised in consultation with pupils, parents, Headteacher, staff, governors, St Therese of Lisieux CMAT, the diocese of Nottingham and other external partners.

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.

Action Plan

Aim 1: To increase the extent to which pupils with SEND can participate in the school curriculum.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010	Ongoing	SLT and Governors	All policies clearly reflect inclusive practice and procedure.
To ensure all staff are equipped with the skills to support pupils with SEND in order to meet the needs of the pupils.	Staff INSET Opportunities for relevant courses Access to training and advice from external professionals	Ongoing	SENCO Headteacher and Governors	Teachers and TAs are equipped with specialist skills and expertise. SEND pupils receive quality first teaching. Children with differing needs are being supported and challenged.
To establish and maintain close liaison with outside agencies for pupils with additional needs.	Collaboration between all key personnel, time set aside for meetings	Ongoing	SLT/SENCO/ all teaching staff and outside professionals.	Clear collaborative working approaches through regular meetings, provision reviews and action planning.
To establish and maintain close liaison with parents.	Regular collaboration and information-sharing between school and families.	Ongoing	SLT/SENCO/ all teaching staff and outside professionals.	Clear collaborative working approaches through regular meetings, provision reviews and action planning.
To liaise with pre-school providers to prepare for new intake of children into EYFS.	EYFS team to meet with all pre-school settings.	Pentecost Term	Headteacher EYFS Lead/SENCO	Provision is adapted ready for when the child/ren start school.

<p>To liaise with other schools to prepare for the new intake of new children who transfer within the school year.</p>	<p>Make contact with previous school and request all relevant information about incoming pupil.</p>	<p>Ongoing</p>	<p>Headteacher/office Manager</p>	<p>Provision is adapted ready for when the child/ren start school.</p>
<p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision.</p>	<p>Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training where needed. Ensure that actions, including emergency evaluation procedures, are clear and that staff are capable of carrying them out.</p>	<p>Ongoing</p>	<p>SLT/SENCO/all teaching staff/extra-curricular providers and educational visits settings.</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made.</p>

Aim 2: To improve and maintain access to the physical environment of the school for pupils with SEND.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve the physical school environment.	Audit of the school grounds and building to assess accessibility. The school will take account of the needs of pupils with SEND when planning and undertaking future improvements.	Annually	Headteacher/Caretaker/ Governor	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
To ensure the reasonable adjustments are made for pupils with SEND.	Risk assessments for individual pupils as necessary. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT/SENCO/all teaching staff and caretaker.	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

Aim 3: To improve the delivery of information to pupils ,staff, parents and other members of the school community.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To share information about accessibility using various media.	Create and offer information in different formats. Access arrangements are considered and put in place for statutory testing.	Ongoing	Headteacher/SLT/SENCO/ Office Manager	Evidence that appropriate considerations and reasonable adjustments have been made.
To ensure that reasonable adjustments are made for parents of a child with SEND needs so they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.

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 Local Governing Body of St Augustine's Catholic Voluntary Academy.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Managing Medicines in School
- Risk Management Policy