

St. Austin's Catholic Primary School



Accessibility Plan

2023– 2026

(to be reviewed Spring 2026)

**In our school, where everyone is special,
we will love and serve as Jesus taught**

**En nuestro colegio todos somos especiales.
Amaremos y serviremos como Jesús nos enseñó.**

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1. 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 Mission Statement underpins the principles we live by in our school.

In our school, where everyone is special, we will love and serve as Jesus taught.”

Principles are;

- Firstly, we monitor the performance of all of our pupils to check that they are on track in Reading Writing and Mathematics. Our definition of ‘not on track’ is deliberately broad, and based on progress from starting points. Our SENCo, in consultation with Assessment Manager, Curriculum Lead, class teachers and the Head teacher identifies planned actions or intervention strategies for all pupils to remove barriers to learning and diminish the differences for total inclusion.
- Secondly, this information is gathered from all staff, which is regularly reviewed and amended according to pupil learning and communication needs, physical and sensory needs, medical needs and social and emotional needs.
- Finally, First Quality Teaching, class action, interventions or reasonable adjustment made are provided in response to need of all pupils, which means in essence that any classroom support is mainly to enhance and develop the whole child.

The plan will be made available online on the school website, paper copies are available upon request if different font size is requested.

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

The school supports any available partnerships to develop and implement the plan.

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. This is also accessible under Key Information on the school website.

We have included a range of stakeholders in the development of this accessibility plan, including

The school council, parents who participated in Our Local Offer, SLT, Chair of Premises committee, Site manager and Deputy Headteacher and Headteacher.

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.

3. Action plan 2023-2026

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria <i>ongoing statements</i>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Good Practice</p> <p><i>Our school offers a differentiated, broad and balance curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum using outside agencies to support IM and Class teachers.</i></p> <p><i>Curriculum resources include, pencil grips, sloping boards, visual timetables, reward charts reading filters, anti- glare screens and coloured paper, fidget toys, sensory resources, published programmes.</i></p> <p><i>Curriculum progress is tracked using our electronic tracking system – Target Tracker and PIVATS 5 as an assessment tool for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs using PIVATS and TT.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils by class teachers, Subject leaders, SLT and the Head teacher.</i></p> <p>Under development</p> <p><i>Curriculum subject leaders, in line with</i></p>	<p>Long Term – Annual Review</p> <p><i>Egs. PE – children with fine</i></p>		<p>Mrs Hickey Mrs Hughes SLT Mr Sheible Governors</p>		

	<p><i>school development plan, will build in assessment procedures and/or offer more opportunities for supporting children with disabilities.</i></p> <p><i>A Quiet Place Therapies - To support children's emotional and mental well-being in accessing the curriculum, changes throughout the day.</i></p> <p><i>See separate action plan</i></p>	<p><i>and gross motor difficulties will be given access to Extracurricular sports clubs on a weekly basis. Termly monitoring.</i></p> <p><i>In line with SDP – improve writing for all, focus on disadvantaged, boys and SEN children – make better than expected progress from starting points.</i></p> <p><i>To improve emotional well-being and reduce the frequency in typical behaviours. Children access more of the curriculum and learning from within class</i></p> <p><i>(LT)</i></p>	<p>Performance management and Appraisal of Subject Leaders</p> <p>Learning walks completed by IM</p> <p>Book scrutinies for writing by SMT – Outcomes on monitoring cycle and inform specific teachers if necessary</p> <p>A Quiet Place therapies, hearth-math, Lego therapy for identified children on provision map.</p>			
<p>Improve and maintain access to the physical environment</p>	<p>Good Practice <i>The environment is adapted to the needs of pupils as required. This includes:</i></p> <ul style="list-style-type: none"> • <i>Two ramps at the Front gate on Darby Road and at the side of the building on exiting from LKS2 corridor</i> • <i>Two ramps to Y3 y4 classrooms</i> • <i>Doors to all outside areas from downstairs classrooms.</i> • <i>Corridor width is adequate for wheelchair access</i> • <i>Extended hand rails on stairwells</i> • <i>Two disabled toilets checked</i> • <i>Library shelves at wheelchair-accessible height</i> 					

	<ul style="list-style-type: none"> • Accessible computer in the suite • School accesses outside agency to manage risk assessments for children who are wheelchair bound <p>Under development</p> <ul style="list-style-type: none"> • Disabled parking bays needed (MT) • Induction Loop accessible at office (MT) • Improve adequate access to all pupil and staff toilets for any physical impairments. • External lights to the property checked and replaced improving visibility to outdoor areas. (ST) • Internal and external signage to be completed- guide dogs, main entrance, KS1 yard, fire exits signs in place • Consultation with Mobility Officer 	<ul style="list-style-type: none"> • 				
<p>Improve the delivery of information to pupils, parents, staff with a disability</p>	<p>Good Practice Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage in main areas • Parents meetings throughout the year for various year groups – both visual, auditory resources used. • Sign post Parents to outside support agencies through meetings with DHT/IM and Local Offer on School website with all statutory information • Transition meetings • Large print resources available • Printed on coloured paper 					

	<ul style="list-style-type: none"> • Accessible Website • I Pads using relevant APPs • Market Place for parents x3 year • Newsletters • IEPs delivered verbally if necessary and contains parent and pupil voice • Pictorial or symbolic representations around school for pupils and adults <p>Under Development</p> <ul style="list-style-type: none"> • Improving website for all class pages • School to liaise with Primary Site and LA for support in providing information in – clear language, native language, symbols, large print, audio tape – for those pupils, parents, staff who have difficulty accessing standard print. • To support parents who need on line status to complete documentation for local Government teams. 	<ul style="list-style-type: none"> • IT team to update and liaise with Primary site team to ensure all accessibility for all parents is clear and can be easily navigated for all users. • To offer times when parents can use computer suite for complete FSM, DLA, admissions to EYFS, Y6 	<p>Mr Nolan will liaise with Website Team and update SLT as and when required</p> <p>DT to staff when updates occur.</p> <p>Teachers and Office staff invite identified parents to school to support completion of forms</p>			
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

This policy will be approved by the Head teacher Mrs Colette Hickey and Chair of Governors, Mrs Anna Hosey-Davies, at the Full Governing Body meeting.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality objectives statement

- Special educational needs Policy
- SEND information report
- Attendance Policy
- Supporting pupils with Medical Conditions policy
- The Local Offer

Appendix 1: Accessibility audit

Audit – Mr Terry Jones (Premises Governor) Mr Vincent Sheible (Site manager) Mrs Colette Hickey (Deputy Head & Inclusion Manger)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 storeys in total – y5 y6 classrooms upstairs. Ks1 on 2 levels - leading from KS1 hall moving to KS1 classrooms, Library, Art / DT room and IT suite All lower KS2 classrooms have stairs leading to classroom doors.	No action taken. Route is accessible for all class doors leading from the outside. All doors must have clear access no obstruction in place. Site manager's daily inspection. All classroom doors must be in working order.	CH SH VS	-
Corridor access	Width of corridors are wheelchair accessible- unless accessing stairs	All chair-bound individuals must access certain areas using the corridors and outside access with a member of staff.	CH SH	Sept 2023
Lifts	None	No actions		
Parking bays	16	Accessible parking bay needed	CH SH VS	Sept 2023
Entrances	Main reception entrance 15 meters from main gate. Old reception entrance – now fire exit for Y5 for all children/staff/parents. All classroom doors accessible to outside areas except y5 y6	Site manger to remove any obstruction to main office from main gates on Riverbank road. Cones are placed along Riverbank road so a clear access to those parents who need to access school.	VS	Ongoing
Ramps	1 ramps from main gate to KS2 yard 1 ramp leaving fire exit on LKS2 corridor to side yard. 2 ramps to Y3 Y4 classroom doors from ks2 yard	Need portable ramp for emergency access Possible ramp from KS2 hall from fire exit. (Mobility officer contacted to advice on KS2 Hall exit)	CH SH VS	Sept 2023
Toilets	2 disabled toilets – KS2 corridor and EYFS.	Checked for suitability and access is clear.	VS	Ongoing
Reception area	Large accessible doors- no ramps needed. External lights are visible to entrance and seating area.	Signage to the front so entrance from the road is easily visible All external lighting fixed	VS	Sept 2023

Internal signage	Some signage visible.	Need consistent signage throughout school – both internal and external signage for parents and visitors		
Emergency escape routes	All accessible to outdoor areas. Muster points are clearly signposted	signage needed outside 6DH at the top of stairs Signage needed inside staffroom Signage needed in boardroom Muster points completed External lighting replaced	VS	Sept 2023