



St Augustine's Academy

Accessibility Plan 2023 - 2026

Introduction

The school recognises its duty under the Disability Discriminatory Act (DDA) (as amended by the Special Educational Needs and Disciplinary Act SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; the following key principles are endorsed.

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The three areas considered in this plan are:

- Access to the Curriculum
- Access to information
- Access to the environment

Targets	Tasks	Responsible	Timescale	Resources	Success Criteria	Monitoring
CURRICULUM						
To ensure that all equipment is suitable for use by disabled pupils e.g. computers, taps, sinks, ovens	<ul style="list-style-type: none"> Audit current position Identify any improvement needs Cost the improvements Plan timescale for implementation 	SENDCO/ School Business Manager	Ongoing, as changes are made suitability is considered	Time/costs	All equipment is suitable for use by every pupil	SEND Link Governor Governing Body
To develop an environment that is supportive to learning	<ul style="list-style-type: none"> Audit current position considering low background noise and good natural and artificial lighting, learning resources Identify any improvement needs Cost the improvements Plan timescale for implementation Ensure that pupils with disabilities are able to access all learning resources e.g. enlarged print for texts; considered seating arrangements 	Site Agent/ SENDCO	Complete and ongoing. Distraction reduced by use of hessian backgrounds on notice boards, new windows and blinds reduce excessive heat and glare	Time/costs	The school environment is supportive to learning for all pupils	SEND Link Governor Governing Body
Develop children's awareness of disability	<ul style="list-style-type: none"> Audit the Curriculum to ensure that it provides opportunities for children to learn about various needs and disabilities Create a bank of resources for children to learn about disability and equal opportunity Invite people with disabilities into school to talk to the children 	Curriculum Leader/ Headteacher	Autumn 2020 Ongoing Summer 2022	Book resources £500 Costs £100	Children will have a greater understanding of people's needs	Headteacher Governing Body

Have plans and procedures in place in the event of a disabled pupil who can not access the first floor via stairs – See Notes.	<ul style="list-style-type: none"> • Provide access to classroom with current year group. • Provide access to suitable toilet. • Cost any improvements 	School Business Manager, Headteacher and Governing Board	Ongoing		Disabled pupil has access to classroom with current year group and access to a suitable toilet. Learning is unaffected due to disability.	Governing Body
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INFORMATION

To ensure letters/newsletters are accessible to disabled parents	<ul style="list-style-type: none"> • Ensure that all newsletters are placed on the school website and are accessible via the School Jotter App • Use black type on white background for clarity • Larger print formats to be available if required. • Ensure documents have clear, full contact details • Ensure pages are numbered in documents • Ensure that Parentmail contacts are kept up-to-date 	Office staff/ Headteacher	Complete and ongoing	-	The school's correspondence is easily accessed to all parents	SEND Link Governor Governing Body Website Check
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To ensure that parents have opportunities to raise issues regarding accessibility	<ul style="list-style-type: none"> • Encourage parents to discuss issues with the school e.g. via Survey Monkey, phone call 	Headteacher	Ongoing	Survey Monkey	The school will listen to parents' feedback and address needs as they arise	Survey Monkey results reported to Governing Board
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PHYSICAL

To ensure that notices and signs are placed where disabled pupils and parents can easily see them and reach them if necessary	<ul style="list-style-type: none"> • Audit current notices and signs and identify whether signs are in bold print and at a height that can be seen and touched by a wheelchair user. 	Site Agent	Completed and Ongoing, as changes are made suitability is considered	Time	All notices and signs are placed where pupils and parents can easily see them and reach them if necessary	SEND Link Governor Governing Body
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	<ul style="list-style-type: none"> • Replace /re-position signs if necessary 					
To ensure that a disabled parking area is visible	<ul style="list-style-type: none"> • Disabled parking signage installed 	Site Agent	Completed and Ongoing, when parking lines faded relining is completed (weather permitting).	Signage and relining costs	Disabled parking signage clearly indicates areas for disabled vehicle parking	SEND Link Governor Governing Body
To ensure that pathways and grounds outside of the building are accessible for disabled pupils, parents/carers and users	<ul style="list-style-type: none"> • Audit current position • Identify any improvement needs • Cost the improvements • Plan timescale for implementation • Create a pathway (hard standing) access for the MUGA 	Site Agent	Completed and Ongoing Pathway feasibility to be looked at Summer 2024	Time/Costs	Pathways and grounds outside of the building are accessible to all school users	SEND Link Governor Governing Body
To make all entrances to buildings accessible and easy to use e.g. door guards and closers	<ul style="list-style-type: none"> • Audit current position • Identify any improvement needs • Cost the improvements • Plan timescale for implementation 	Site Agent	Completed and Ongoing, as changes are made suitability is considered	Time/Costs	All entrances are accessible for all school building users	SEND Link Governor Governing Body
To secure procedures to ensure the safety of users in the event of an emergency	<ul style="list-style-type: none"> • Ensure signage of evacuation procedures/fire-drill are accessible to all users • PEEPS (Personal Emergency Evacuation Plans) are carried out highlighting individuals needs. 	Site Agent, SENDCo, School Business Manager.	Completed and Ongoing	Time/minor costs	Procedures are in place so that all parties are safe in the event of an emergency such as fire	SEND Link Governor Governing Body

To maintain ramp/chair lift access to changes in level on the ground floor	<ul style="list-style-type: none"> • Audit current position • Identify any improvement needs • Cost the improvements • Plan timescale for implementation 	Site Agent	Completed and Ongoing	Time/Costs	Ramps (or alternatives) are in place to enable pupils, parents, staff and visitors to access to every level and area of the school	SEND Link Governor Governing Body
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Notes:

The target of making all areas of the school accessible to disabled users, in particular access to the first floor, was investigated. Unfortunately, due to the layout of the school building and lack of upstairs corridor, the school is not a suitable candidate for any type of lift access to the first floor.



Signed:

Name:Carole Hegley.....

Chair of Governors

Date:22.11.23.....