



St. Augustine's Catholic Primary School  
Disability Equality Scheme &  
Accessibility Plan  
2023 - 2026

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## **Introduction**

### **The Equality Act 2010**

St. Augustine's Catholic Primary School conforms to the requirements of The Equality Act 2010, which came into force on 1 October 2010. The Equality Act replaced all existing equality legislation, including the Disability Discrimination Act (DDA).

The publication of an Accessibility Plan is a statutory requirement for schools. The plan should aim to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils

St. Augustine's Catholic Primary School is committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students irrespective of special need or disability.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The plan must be renewed every three years. The current time frame is 2023-2026

## **Definitions and Duties**

Schools' duties around accessibility for disabled pupils:

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

OFSTED inspections may include a school's accessibility plan as part of their review.

## **Mission Statement**

*Our mission is to 'Serve the Lord in gladness' by...*

- *Ensuring a safe, secure learning environment where children thrive surrounded by God's love.*
- *Nurturing every child's unique gifts and talents given to them by God.*
- *Being living witnesses to the teachings of Christ in our homes, school, parish and wider community.*

## **Statement of Intent**

Our vision is to be a fully inclusive school offering all who work and learn here the best possible opportunity for nurturing, learning and self-development. The school believes in the uniqueness of each individual and our aim is to regard every pupil as gifted and talented in some way. All of the staff in the school work unstintingly to develop the potential of each child to the full. St Augustine's commitment to equal opportunities is driven by the National Curriculum Inclusion statement.

The school:

- sets suitable learning challenges;

- responds to pupils' diverse needs and ensures children have an increasing access to quality teaching and learning in school and support for learning outside normal school hours.
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.
- makes all children feel welcome irrespective of race, colour, creed or impairment.
- maintains a secure and developing process of self-evaluation establishing a cycle of school development and improvement drawn from the analysis of performance data and through consultation and discussion with primary stakeholders.
- seeks to secure strong and effective learning teams, which will enable higher level learning for all children and staff.
- employs the latest technologies available in supporting its teaching and learning, administration and access for all stakeholders
- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.

At St Augustine's, we are a CAFOD Respecting School. CAFOD is the official aid agency for the Catholic Church in England and Wales. With your help, we reach out to people living in hard-to-reach places, in war zones and those who are discriminated against.

We believe that if one of us is hurt, hungry or abandoned, we all are hurt, hungry and abandoned. No one should be beyond the love and support they need to live a dignified life.

At CAFOD, our mission is to work alongside the world's poorest people. We work without prejudice, we don't preach, and we pride ourselves on our diversity. We believe our Catholic values are best shown through our love for others, and by working for justice and an end to poverty.

CAFOD's vision, mission and values draw directly from Catholic Social Teaching (CST), Scripture, Liturgy, the Gospel and the tradition of the Church. Catholic Social Teaching is at the heart of what we do and who we are.

St Augustine's has been awarded a Silver UN Rights Respecting status for our commitment and proactive work in ensuring that we might UNICEF's Rights of the Child for all of our pupils.

### **Accessibility at St. Augustine's School.**

St Augustine's School will ensure that all staff and governors are aware of the implications of the Equality Act 2010 and, through training and development opportunities, embed the good practice across all aspects of school life. A comprehensive CPD programme is in place and includes (but is not limited to):

- Visual timetables are used in a number of classes (information)
- Ensuring disabled access to specific classrooms enabling wheelchair users to have access to all resources.
- Specific medical training for EpiPen, asthma, epilepsy and diabetes.
- Autism and ADHD training for all staff.
- Annual review of EHCP in consultation with parents, outside agencies and the local authority. ● Response to plans e.g. purchasing recommended resources with sensory impairment.

At St. Augustine's School we strive to ensure that every child has the best opportunity to achieve. We make 'reasonable adjustments' to our practices and policies to meet the requirements of the Act. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

On 'access to the curriculum,' we have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning. The newly revised curriculum is modified to ensure that all pupils including those with disabilities can access it. This is a rolling programme of improvements that is leading to holistic embedding of the principles.

On 'physical environment,' we have done what we are able to within the resources available. The last audit in our school identified a range of issues with differing levels of importance. We have a desire to improve the environment in a way that promotes inclusion for all pupils and will continue to do so subject to resources being available.

On 'information,' we have tried to use a range of formats to meet differing needs. Visual signs are used in appropriate places for all pupils, and particularly for those who need visual cues to help them. We are aware of services to produce alternative formats if necessary. We will use our information systems to monitor our progress as a school and the progress of disabled children within the school to ensure that we are helping all children achieve.

### **Involvement**

Where need is identified either by the school, or through self-identification by parents or children, then channels of discussion are opened to ensure that procedures and practices are put in place to give maximum access to the school's physical and learning environment, and the curriculum, so that no child or adult is discriminated against. To ensure needs continue to be met in future we aim to consult regularly with stakeholders.

The Headteacher, Deputy Headteacher and SENDCo report to the LMB on the provision for pupils with disabilities as appropriate. Pupil progress meetings and SEN monitoring closely tracks all pupils. School undertakes access audits with individual parents and carers to meet their individual needs. Medical staff meet with all staff to provide relevant training.

Children with additional needs that are not on the SEN register are monitored closely by the SENDCo and SLT.

Extracurricular opportunities are provided for all children and we ensure that they are all encouraged to take part. This can mean adapting clubs accordingly.



Parents and carers of pupils with disabilities proactively work in partnership with school staff to ensure the needs of the children are well met.

### **Management, Coordination and Implementation**

#### **Key personnel:**

- Headteacher: Mrs Joanne Coe
- Deputy Headteacher: Mrs Jo Nicholson
- SENDCo: Mrs Charlie Dunning
- Local Governing Body working under the direction of NPCAT board

#### **Associate personnel:** Policy and Action Support

- Class teachers
- Teaching Assistants
- Office and Administrative Staff
- Lunchtime Supervisory Staff

## **Monitoring**

Monitoring of all children in school takes place in pupil progress meetings and LMB meetings. Particular monitoring of children who have disability is also undertaken to ensure maximum level of access and involvement.

Our disabled pupils are all identified within our Special Educational Needs & Disability register and their educational provision is led by Mrs Dunning - SENDCo. Pupils who are not on the SEND register but who have additional medical needs are identified and monitored separately.

Mrs Dunning meets each term with individual class teachers to monitor the progress of these pupils, consider their needs and adapt the curriculum accordingly.

Mrs Tillotson (SEND Link Governor) meets with the school SENDCo to monitor and evaluate school practice.

All relevant school policies inform our action plan and are reviewed annually. Parents and carers are actively encouraged to share any immediate concerns with school.

## **ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL: Action Plan 2023 2026**

<b>Focus for Improvement:</b>	<b>Specific Action:</b>	<b>Staff responsible:</b>	<b>Success Criteria:</b>
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>· Ensure that all pupils have equality of access to the curriculum.</li> <li>· Seek expert advice to support all with disabilities. · Adapt the curriculum wherever necessary as part of pupils IEP.</li> <li>· Review the curriculum to ensure it meets the needs of all pupils</li> <li>· Curriculum resources include examples of people with disabilities</li> </ul>	SLT All teaching staff	All pupils having full access to the curriculum, enjoying learning and making appropriate progress. · Staff aware of access needs and making relevant adaptations
To ensure quality first teaching meets the needs of all children.	<ul style="list-style-type: none"> <li>· Focused teacher planning informed by assessment of individual pupil needs.</li> <li>· Effective adaptations to teaching</li> <li>· Intervention and consolidation provided promptly where necessary</li> </ul>	SLT All teaching staff Teaching Assistants Specialist Teachers	<ul style="list-style-type: none"> <li>· Outstanding teaching differentiated accordingly across the school.</li> <li>· All pupils making appropriate progress.</li> <li>· Human resources targeted effectively</li> </ul>
Improve and maintain the physical environment Plan access into the programme	<ul style="list-style-type: none"> <li>· Car parking facilities for disabled visitors to be reviewed.</li> <li>· Any improvements to the site to consider disabled access</li> <li>· Staff to be aware of access within classrooms for pupils with disabilities e.g. wheelchair access, visual impairment, hearing impairment</li> </ul>	SLT	<ul style="list-style-type: none"> <li>· Wheelchair access to school building complementing access across school and all key stages · Visitors and pupils will be able to move around the school building safely.</li> </ul>

Continue to provide adaptive teaching strategies to support all learners within the classroom	Visual timetables are displayed in class. Other specialist resources are available for pupils to use following advice from specialist agencies and reports. Specific one to one interventions to meet individual needs	SLT Specialist teachers, External agents	<ul style="list-style-type: none"> <li>· Readily available resources to support pupil needs.</li> <li>· All pupils make appropriate progress</li> </ul>
<b>Focus for Improvement</b>	<b>Specific Action:</b>	<b>Staff responsible:</b>	<b>Success Criteria:</b>
<p>Improve the delivery of information to pupils with a disability</p> <ul style="list-style-type: none"> <li>· homework</li> <li>· time-tables</li> <li>· worksheets</li> <li>· teacher marking and feedback</li> <li>· notices</li> <li>· tests</li> </ul>	<p>Use of laptop to record writing.</p> <p>Large print resources</p> <p>Visual timetables Advice from VI service to provide appropriate resources</p> <p>Sloped boards to support writing</p> <p>Pencil grips</p> <p>Teaching assistant and teachers to support responses to written feedback.</p> <p>Access arrangements for statutory assessment for children with SEND/additional needs</p>	All staff	<ul style="list-style-type: none"> <li>· ICT resource supporting disabled pupils as necessary.</li> <li>· Disabled pupils progress tracked effectively.</li> <li>· All pupils making at least expected progress.</li> <li>· Support provided according to need.</li> </ul>
Continue to provide information for parents on all aspects of learning	The school website and Twitter feed provides a visual record of the inclusion of all pupils in a variety of curricular and extracurricular activities. Personal login details for maths homework and spelling resources To ensure that we have future access to translation service should the need arise. This would be both oral and written communication. staff trained in Makaton sign language to support hearing impaired parents	All staff	<ul style="list-style-type: none"> <li>· Easily accessible information readily available for all parents.</li> <li>· Achievements and participation of all pupils shared and celebrated.</li> </ul>

