



St Augustine of Canterbury Catholic Primary School

Accessibility Plan

“Created by God to love and learn”

Version History	Date	Reason for Amendment
1.0	Sept 2024	Draft

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Mission Statement

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are...

“Created by God to Love and Learn”

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The governing body 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”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At St Augustine of Canterbury Catholic Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils

with special educational needs and disabilities (SEND). This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

St Augustine of Canterbury Catholic Primary School Accessibility Plan Improving the physical access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, Governors and parents/ carers	<p>Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and Governors can access areas of school used for meetings</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p> <p>Communication in print around school to help children's understanding and visual recognition.</p> <p>Use of disabled shower and toilet as appropriate (includes nappy changing facilities).</p>	As required	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & Governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school as appropriate. PEEPs are prepared and reviewed as individual needs change. School is all on one floor with flat access and only has one step (side of the dining hall).
Maintain safety for visually impaired people	<p>Check if any children have a visual impairment resulting in white paint being needed on step edges and other edges</p> <p>Check exterior lighting is working on a regular basis</p>	Annually, and as new children join the school throughout the year	Visually impaired people feel safe in school grounds. Painted edges to be monitored as needed throughout the school year
Lunchtime in nurture room	<p>Ensure children who need longer to eat lunch have more time and/or a quiet space during lunchtime.</p>	Daily	All children have adequate time for lunch in a quieter environment.
Ensure there are enough fire exits around school that are suitable for people with a disability from school	<p>Regular health and safety checks of the school and its surroundings. Ensure staff are aware of need to keep fire exits clear</p>	Daily – caretaker Weekly – staff	All disabled personnel and pupils have safe exits from school
Whole School Evacuation	<p>Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if needed.</p>	Annually, and as new children join the school throughout the year	All physically disabled persons can be safely evacuated

St Augustine of Canterbury Catholic Primary School Accessibility Plan Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	Review SEND children's access to curriculum within class sessions. Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.	Ongoing monitoring from SENCO	All pupils have equal access to a broad and balanced curriculum
Ensure hearing impaired pupils can fully access learning	Check if any children have a hearing impairment resulting in the following strategies being adopted in the classroom and other areas of learning; pupil to be sat at the front of the class with a clear view of the teacher, long instructions to be written down, responses from other pupils to be reiterated by the teacher, movement breaks to be available due to concentration fatigue, review by the sensory team.	On-going, and as new children join the school throughout the year	Hearing impaired pupils can fully access learning. Strategies to be monitored and adapted as required throughout the year.
All school visits and trips need to be accessible to all	Risk assessments to ensure that all children including children with physical disabilities can access trips. Ensure venues and means of transport are vetted for suitability Ensure staff are fully briefed with regards to children with SEND	On-going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Annually	All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	Ensure disabled children can take part equally in whole school events, lunchtime and after school activities. Ensure whole school events can be adapted to include all children. Discuss with staff who run out of school clubs, and people running other clubs after school.	As required	Disabled children feel able to participate equally in out of school activities
Ensure all staff have specific training on disability issues	Identify training needs at regular meetings	On-going	Raised confidence of support
Communication with Parents	Ensure parents have access to our SEN provision/SEN school offer currently on the school website. Ensure parents meet and can contact SENCO at any time. Parents meet regularly with SENCO to access further support and advice. Ensure that the annual report to parents of SEND is accessible and informative for parents. Parents engage in SEN outreach and use Edukey platform to monitor their child's progress.	On-going	Parent/school communication is strong. Parents confidently contact SENCO for support and advice

Pupil Voice	Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed.	On-going	Children's voice is heard and acted upon
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Document Information

Author	Acting Head Teacher 	Review Frequency	Every 2 years Subject to local education authority and/or national policy change
Date of Ratification	24.11.25	Related Policies	
Review Group	FGB	Ratified at Full Governing Body	
Review Date	24.11.26	Chair of Governors Signature 	

Equality Impact Assessment - Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact x or n.a.
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		x
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment (transsexual)		x
Marriage and civil partnership		x
Pregnancy and maternity		x
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		x
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		x
Gender (male, female)		x
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x