



St Augustine of Canterbury Catholic Academy

Accessibility Plan 2021 - 2024

‘Excellence for All’

Reviewed:	JUNE 2021
Next Review Date:	JUNE 2024
Governor Approval:	JULY 2021
Committee:	Finance, Premises and Staffing
Signed:	

***F**riendship and Forgiveness*

***A**mbition and Adaptability*

***I**ntegrity and Independence*

***T**rust and Tolerance*

***H**onesty and Humility*

Introduction

St. Augustine of Canterbury Catholic Academy is committed to increasing access to the school for students, staff, parents, governors and visitors and has planned improvements over the period from 2021 to 2024 to achieve this. This accessibility plan has been written in accordance with the planning duty under the Special Education Needs and Disability Act 2001 (SENDA) and updated with regard to the Equality Act 2010.

This accessibility plan is a plan for:

- (a) increasing the extent to which disabled students can participate in the school's curriculum;
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled students can take advantage of education and associated services provided or offered by the school;
- (c) improving the delivery to disabled students:
 - within a reasonable time,
 - In ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,
 - as a result of information which is provided in writing for students who are not disabled.

These three areas are addressed in the action plans that follow.

Methodology

The Accessibility Plan is reviewed by the school's leadership team. It has been informed in part by independent access assessments of the physical environment undertaken by the LA.

Key Objectives

The key objectives of the Accessibility Plan are:

- (a) That no student or prospective student is treated less favourably due to their special needs or disability. All reasonable adjustments will be made in matters of admission and education.

- (b) That, where practical to make reasonable adjustments, based on the information and advice received; the school will enable a prospective disabled student to take up a place at the school if he/she satisfies the admission criteria.
- (c) To make the school more accessible to disabled students and staff, including those affected on a short-term basis, for example, if the use of crutches or a wheelchair is required for a fixed period as a result of an accident.
- (d) To create a positive, “can-do” ethos towards the issues faced by disabled students thus, enabling them to take full advantage of the educational experiences offered.

Action Plans

Individual action plans follow, relating to the key aspects of accessibility. It is expected that significant progress will be made over the three years of the plans, but we acknowledge that there may be a need for ongoing awareness and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Teaching methods and techniques will also develop over this period, which may create new challenges.

In terms of the physical environment, the buildings are aged and cannot easily be adapted within the budget of the school. The approach therefore is to continue to make physical improvements while also being prepared on a case by case basis to move teaching and learning to areas that can be accessed.

Plan Availability

The school makes its Accessibility Plan available in the following ways:

- a) A copy is published on the school website
- b) Hard copies are available on request and can be emailed or posted on request
- c) A copy can be provided in large print size format on request

Review and Evaluation

The plan is valid for three years from 2021 to 2024 a new plan will be drawn up on its expiry. The plan is reviewed annually by the school’s leadership team. It may be adjusted at annual review or at any other time as appropriate.

Improving Curriculum Access

Background

The school buildings are aged with access by stairs on different levels which means some classrooms are difficult to access by some disabled students. Students must circulate between classrooms and the school recognises the difficulty of keeping to strict timetabling should physically disabled students be admitted, or should students become physically disabled while at school. If one of these situations occurs, the following plans will be put in place:

- (a) Students will be placed in a ground floor form tutor group.
- (b) A personal timetable will be written or amended to place students in accessible ground floor classrooms as far as possible.
- (c) A variety of types of digital technologies can be used to give access to lessons which must take place in less accessible areas.
- (d) A personal evacuation plan will be devised and communicated to the student(s) and associated staff

Target	Action Needed	Leadership	Timescale	Outcome
Improve staff awareness of disabilities and additional needs	Review staff training as necessary and offer advice.	SENDCo	Ongoing	Staff will be better prepared to teach children with disabilities in order that they make progress.
Ensure that all school policies consider the implications of disability access	Equality impact assessments to be completed with all relevant policy reviews.	All named policy reviewers.	Ongoing	Effective policies which meet the needs of all students.
Continue to develop more accessible teaching resources	Continue to increase the use of digital technology in areas around school and for home access. Increase the awareness and use of auxiliary aids	SLT/SENDCo	Ongoing	Ability to deliver the curriculum through a variety of channels.

Plans will be made in consultation with the student, parents and teaching staff. Appropriate training will be provided to enable staff to support any student with a disability.

Improving the Physical Environment

Some school buildings present significant accessibility challenges in view of their age. Over the next three years, the following priorities have been identified for action.

Target	Action Needed	Leadership	Timescale	Outcome
Ensure that any new building plans move towards giving greater ease of access for the less mobile students and parents	School to liaise with Relevant stakeholders regarding building plans and developments to ensure onsite access is a key area of future site improvements.	Headteacher/ SBM	Ongoing	School becomes more accessible for all staff, visitors and students.
Review safety and fire plans always considering the needs of students	Consultation with Local Authority and fire safety. Risk assessments completed where required throughout the year for individual students, staff and visitors in terms of exits routes.	Health and Safety Officer/ SBM	Ongoing	Improved safety on site.
Levelling of external walkways and pathways	Consultation with the Archdiocese over depth and breadth of a programme of repair/replacement	Headteacher / SBM	Ongoing	Improved safety on site
Reforming of concrete stairways (external) and steps	Discussion with Archdiocese architects and allocation of funding	SBM/Site Manager	Summer 2021	Improved safety on site

Improving the Delivery of Written Information

To ensure clear, consistent communication within and from the school.

Target	Action Needed	Leadership	Timescale	Outcome
To make all written documentation provided to prospective parents and students available in alternative formats as required.	To review methods of providing written documentation in different formats and plan how to implement findings. Accessible information can now be requested from the school office.	Headteacher / SLT	Ongoing	Increased range of accessible documentation.
To ensure accessibility of the school website	To review the school website regularly to ensure standards of accessibility are met for staff, students and parents Include a translation tool on the school website to allow families where English is not the primary language to more easily access school information	SBM	Ongoing	All users can access the school website, locate and review the information they need.
Investigate methods of communication with parents to improve accessibility and effectiveness	Evolve communication methods as necessary, including the reporting format provided to parents covering student progress. Ongoing review of the format of events such as parents' evenings and changes implemented where required.	Headteacher SLT	Edulink 2020 ParentPay 2020 Ongoing	More effective meeting of the needs of parents, students and staff.