





# St Augustine's Catholic High School and Sixth Form

## Accessibility Action Plan

Approved		Date
Principal G T O'Connor		14.12.22
Governor B Stokes		14.12.22
<b>Cycle of Review:</b> 3 years <b>Next Review Date:</b> Dec-25		
<b>People &amp; Resources Committee</b> <b>Full Governing Board Ratification</b>		



# ST AUGUSTINE'S CATHOLIC HIGH SCHOOL AND SIXTH FORM

## DEVELOPING THE WHOLE PERSON

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### Accessibility Action Plan

#### 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. The school is committed to setting high expectations and to providing the best possible opportunities for every student. We provide a caring, secure and stimulating environment in which every student will feel happy and confident to achieve their best and to enable them to pursue their goals and ambitions through life. We expect disabled students to participate and achieve in every aspect of school life. We ensure that all staff and Governors, particularly those new to the school, understand and share the vision and values underpinning the work of the school. Additionally, we are committed to continuing to remind staff of key duties towards disabled pupils and of the responsibility to remove barriers to learning for disabled pupils.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

#### 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

#### Monitoring arrangements

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

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>Our school ensures all aspects of the curriculum are accessible for all pupils</li> </ul>	<p>Options process enables all aspects of the curriculum to be accessible for all pupils</p>	<p>Pupil and parent voice following options process</p>	<p>SLT for Pastoral</p>	<p>October 22 and annually reviewed</p>	<p>Positive feedback regarding accessibility to all areas of the curriculum</p>
	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum + curriculum resources include examples of people with disabilities</li> </ul>	<p>Departments regularly evaluate their taught curriculum for equality and diversity</p>	<p>Departments confirm their curriculum offer is underpinned by equality and diversity through review of their audit</p>	<p>SLT for Quality of Education</p>	<p>September 2022 and annually reviewed</p>	<p>Department audit indicates equality and diversity are considered within their delivery</p>
	<ul style="list-style-type: none"> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> </ul>	<p>Pupil tracking is maintained for all students</p>	<p>Heads of Department ensure all teaching staff maintain tracking within departments to report as appropriate</p>	<p>SLT for Quality of Education</p>	<p>September 2022 and reviewed as appropriate</p>	<p>Consistent method of tracking all pupils within all department areas</p>
	<ul style="list-style-type: none"> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>	<p>Review appropriate methods of target setting</p>	<p>Staff responsible for data and assessment along with the SENCo review students individually as necessary</p>	<p>SLT for Quality of Education + SENCo</p>	<p>September 2022</p>	<p>Target information shared with pupils, parents and staff</p>
	<ul style="list-style-type: none"> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>Regular review of Curriculum offer to ensure it meets the needs of all pupils</p>	<p>Pupil and parent voice through parents evenings and student council</p>	<p>SLT for Pastoral + SLT for Quality of Education</p>	<p>July 2022 and annually reviewed</p>	<p>Positive feedback regarding accessibility to all areas of the curriculum</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Shelving at wheelchair-accessible height as appropriate</li> </ul>	Ensure all aspects of the school site are suitable for all students and staff	Regular review with the health and safety partner with a school representative + Senco as required for individual pupils	Principal	September 2022	Senco confirms that all needs of pupils are being met and pupils can confirm this through annual reviews
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille as appropriate</li> <li>• Pictorial or symbolic representations</li> </ul>	Ensure all classrooms and areas around the school	Regular review with the health and safety partner with a school representative + Senco as required for individual pupils	Principal	September 2022	Senco confirms that all needs of pupils are being met and pupils can confirm this through annual reviews
Increase staff awareness of protected characteristics in line with the Equality Act	Our school ensures all staff and students are treated with the utmost respect. This means all protected characteristics are valued and result in a professional environment where all can feel safe and supported	Ensure all staff have had access to Equality, Diversity and Inclusion training	Make training available for all staff and incorporate this within the induction programme for new staff.	Principal	January 2023	Induction programme contains relevant training and existing staff are equally given access to additional time to complete training as part of their CPD.