





# St Augustine's Catholic High School

## Accessibility Plan

Approved		Date
Chair, Academy Representatives M Dean		17.07.19
Head of School G T O'Connor		17.07.19
Finance and Estates Full Board	Reviewed at Meeting Ratified at Full Board	05.06.19 17.07.19
Cycle of Review: 3 years		
Next Review Date: October 2021		

# Saint Augustine's

CATHOLIC HIGH SCHOOL & SIXTH FORM CENTRE

*A Christ centred learning community committed to the development of the whole person*



## ACCESSIBILITY PLAN

### INTRODUCTION

Under the Equality Act 2010 schools are required to have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means 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:-

- the individual has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on the individual's ability to carry out normal day-to-day activities.

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 Academy Representatives, 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.

### Monitoring and Training

Effective liaison with parents, outside agencies and feeder schools ensures that students with disabilities are known to us before they start school enabling us to arrange an early plan for them. Whilst in school, all staff are aware of the needs of SEND students and their responsibility to remove barriers to enable them to learn freely. Progress and attainment of SEND students are tracked carefully. Outside agencies also monitor specific students and review them when necessary. All students are included in every aspect of school life, both in the formal curriculum and activities beyond. Staff are kept up-to-date with training which reflects the need of our school and pupils.

### Aims for 2019 – 2022:

- To continue to anticipate the needs of future pupils.
- To continue to develop inclusive classrooms and facilities.
- To continue consultation with individual parents and students.
- To continue to seek additional guidance from relevant experts as required.

The needs of individual pupils are always considered when planning, delivering and assessing all aspects of the curriculum so that every child can participate and achieve their best. We will continue to ensure that written policies reflect good practice and are updated in line with the cycle of policy review in the School Improvement Plan. We will also continue to identify any barriers to participation for disabled pupils who join the school, seeking advice from relevant support agencies and previous settings.

### **Access to the Physical Environment**

- the school is built over several different levels with access to the ground level on each floor;
- all classrooms can be accessed via the lift;
- use of classrooms can be rotated to meet the needs of the students as required;
- all public access rooms, including the front and back entrances, toilets, library and hall can be accessed via ramps or the lift;
- there are disabled toilets in the Sports Centre, main corridor and Canterbury Suite;
- there is a bath management area in the Sports Centre and in the main corridor;
- an access lift is situated from the Sports Centre corridor to the main Sports Hall;
- there are ramps providing access into the building;
- corridors and doorways are wide enough for wheelchair access;
- there are assigned disabled parking spaces close to the school entrance.

### **Access to the Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, e.g. PE for pupils with a physical impairment and science and technology for pupils with a visual impairment. Other issues affect the participation of disabled pupils such as bullying and peer relationships. Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others.

#### **Aims for 2019 – 2022:**

To improve the slabs leading to the Canterbury Suite to the main gates.

To improve lighting to the pathways leading to the main entrance of the school.

To ensure all doorways are adequate for entry.

### **Management, Co-ordination and Implementation**

The Academy Representatives takes responsibility for the Accessibility Plan and reviews its progress every 3 years. Progress and attainment of SEND students is reviewed and the extent to which these students participate in the school curriculum and wider activities is monitored as part of the school's self-evaluation process.

The Curriculum and Standards Committee discusses any difficulties that emerge with the physical environment and the Finance and Premises Committee considers the budget planning needed to make any necessary adjustments.

This policy should be read in conjunction with:

- School Improvement Plan
- SEND Policy
- Learning and Teaching Policy
- Disability Equality Policy