



ACCESSIBILITY POLICY AND PLAN
2015-2018
ST AUGUSTINE'S CE (VA)
JUNIOR SCHOOL

Head teacher	Sign and date:	
Chair of Governing Body	Sign and date:	

Date for review: Summer Term 2017
(Accessibility Plan will be reviewed annually)

St. Augustine's Junior C of E (VA) Junior School Accessibility Policy and Plan 2015-2018



Section 1: Vision Statement

The Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period, being three years.

School values

The Governing Body and staff at St. Augustine's C of E (VA) Junior are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. Consequently, an Accessibility Plan is drawn up to cover a three year period and is updated annually.

Purpose of the Accessibility Plan

The Accessibility Plan will contain relevant actions to address the following:

Physical Environment

Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

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Curriculum

Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. As a school, the staff is aware that to fail to do this is in breach of the Disability Discrimination Act 1995. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Written Information

Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Update and sharing of the Accessibility Plan

The actions identified for physical accessibility relates to the 'Access Audit' of the School, which is undertaken regularly (see Section 3). It may not be feasible to undertake some of the works during the life of this first 'Accessibility Plan' and therefore some items will roll forward into subsequent plans. The audit will need to be revisited in full prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period. Every term, a 'Health & Safety Inspection Checklist and Accessibility Review' is undertaken where key issues relevant to the health and safety and accessibility of the school are addressed. This check is performed by the School Caretaker and Business Manager. Any findings are documented and remedial actions taken where necessary, The findings are also updated in the 'Access Audit'.

As curriculum policies are reviewed, a section relating to access will be added to that on 'Equality and Diversity'. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The School website will make reference to this Accessibility Plan.



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The School's complaints procedure makes reference to the Accessibility Policy and Plan.

Information about the school's Accessibility Plan will be published in the Governors' Annual Report to Parents (which is a statutory requirement).

The Plan will be monitored through both the Curriculum and the Premises Committees of the Governors and will be monitored by Ofsted as part of their inspection cycle.

Training

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. The training requirements of staff will be monitored by the SEN coordinators at school and training records will be maintained in the School Office. Wherever possible, the school will engage supporting partnerships to help develop and implement the plan, such as specialist support from the Local Authority.



Section 2: Aims and Objectives

As stated in the vision statement, the Governing Body and staff at St. Augustine's C of E (VA) Junior are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan therefore aims to:

1. Increase access to the curriculum for pupils with a disability;
2. Improve the delivery of written information to pupils; and
3. Improve and maintain access to the physical environment.

The tables below set out how the school will achieve these aims. The improvement of access to the physical environment has been reviewed, evaluated and summarised in Section 3: Access Audit.

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1. Improving the Curriculum Access at St. Augustine's Junior School

Target	Strategy	Outcome	Responsibility	Timeframe	Achievement
Training for teachers on differentiating the curriculum.	Undertake an audit if staff training requirements.	All teachers are more able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	NP/LP	July 2016	Increase access across all pupils to the curriculum.
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	All staff	July 2016	Increase in access to all school activities for all disabled pupils.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	NP/SL	July 2016	Increase in access to all school activities for all disabled pupils.
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process of all individuals in class.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	All teaching staff	May 2016	Increase in access to the National Curriculum.

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1. Improving the Curriculum Access at St. Augustine's Junior School (cont'd)

Target	Strategy	Outcome	Responsibility	Timeframe	Achievement
Training for raising awareness of disability issues.	Provide training for governors, staff, pupils and parents, where available. Discuss perception of disability issues with staff to determine the current status of the school.	Whole school aware of issues relating to 'Access'.	Senior Leadership Team ('SLT')	Autumn 2016	Community will benefit from a more inclusive school and social environment.
Shelves in library areas are accessible to all.	Whilst designing and reconfiguring library spaces, due consideration is given to the shelving and access of materials by all pupils,	All pupils can access all reading material in all library spaces.	SLT	March 2017	All pupils will benefit from the library provision in school.
Curriculum information and content available in large print or braille.	Research sources of national curriculum in print format suitable for pupils with disability.	All pupils with disability may access the curriculum without restrictions.	NP/ SLT	Dec 2017	All pupils, regardless of disability, will benefit from a rich and varied curriculum.
Curriculum and resources used in the classroom include examples of people with disabilities.	Investigate resources available to school which use people with disabilities in its examples.	It will promote an inclusive learning environment for all pupils, regardless of disability.	All staff	Autumn 2016	All pupils will feel included and the school values of challenging negative attitudes towards disability and developing a culture of awareness, tolerance and inclusion will be promoted.

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2. Improving the delivery of Written Information at St. Augustine's Junior School

Target	Strategy	Outcome	Responsibility	Timeframe	Achievement
Availability of written materials in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes.	School Office / SLT	Ongoing	Improvement in delivery of information to disabled pupils.
Make available excursion letters, newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested.	All school information available for all who request it.	School Office/ SLT	Dec 2016	Improved delivery of school information to parents and the local community.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice on alternative formats and use of IT software to produce customised materials.	All school information available for all who request it.	School Office/ SLT	Jan 2017	Delivery of school information to pupils and parents with visual difficulties is improved.
Raise the awareness amongst adults working at school of the importance of good and effective communication systems.	Arrange training courses.	Awareness of target group raised.	SLT	March 2017	School is more effective in meeting the needs of pupils.

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Section 3: Access Audit

2. Improving the physical access at St. Augustine's Junior School

Feature/Item	Description and Actions to be taken	Person responsible	Cost	Date to complete actions by
Door Access	Portable ramps for areas with restricted access.	SL	£500	Sept 2016
Door Handles	Ensure door handles contrast in colour to main body of door.	GO	£500	Sept 2016
Toilets	Consider refurbishment of lower school and upper school toilets to accommodate additional disabled toilet facilities (only one disabled toilet on school site).	NP	£5,000	Dec 2016
Uneven areas in playground	Playground surface to be redone as part of a whole Diocese capital initiative. Repaint/ paint white lines to mark level transitions.	NP/SL	£20,000	Summer 2017
Internal signage	Appropriate signage for visually impaired. Braille signage at classroom entrances.	NP/SL	£500	Dec 2016
External signage	Appropriate signage for visually impaired.	NP/SL	£2,000	Dec 2016
Emergency escape routes	Appropriate signage for visually impaired.	SL	£200	July 2016

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Feature/Item	Description and Actions to be taken	Person responsible	Cost	Date to complete actions by
Corridor access	Lighting is adequate in all corridor areas and that the corridors are wide enough for wheelchair access.	GO	TBC	Summer 2017
Parking bays	Adequate parking provision for disabled visitors. Consider installation of automatic gates (released by School Office staff).	GO	TBC	Summer 2018
Entrances to Lower and Upper Schools	Access for disabled persons through the installation of automatic doors.	NP/ SL	£2,000	Summer 2017
Outside Play Equipment	Balls containing bells added to playground ball stock.	SL	£50	Summer 2016
Access to Paddock Area	Access can be gained by wheelchair users- pathways to be laid in paddock area.	NP/SL	£400	Summer 2017
Transition	Physical transition indicators between main school areas (lower school, upper school, halls, main reception).	NP	£200	Dec 2016
Reception	Enhanced reception for hearing impaired. Hearing loop added to Main Reception.	SL	£200	Autumn 2016
School entrance	Planning review of school entranceway and identify whether there is a possibility to extend the school reception area to accommodate disabilities.	NP/SL	£25,000	Summer 2017