



# **SAINT AUGUSTINE'S RC HIGH SCHOOL ACCESSIBILITY PLAN**

**Date approved by Governors: November 2021  
Review Date: Nov '24**

## **School Mission Statement**

At Saint Augustine's we believe that every person is made and loved by God. This is why we respect one another. Within our school community our young people will learn to act justly, love tenderly and recognise God in their lives.

Our school helps families to educate their children in accordance with the principles and teachings of the Catholic Church in an environment which inspires, encourages and supports the development of our pupils through nurturing their gifts and talents.

Our school community will keep alive the memory of Jesus through the Eucharist and through the practice of our Faith. We want everyone at Saint Augustine's to experience the joy of the Gospel in their journey through school and beyond.

Together we will work to make a difference in our community and in the wider world. We follow the example of Saint Augustine by stepping out in faith and celebrating our reasons for living and hoping.

# Overview

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 and SEND Code of Practice (2014).

St Augustine's R. C. High School is committed to meeting the special educational needs of pupils and ensuring that they make progress.

As defined by the Equality Act, we understand a person with a disability to be identified as follows: "A person who has a physical or mental impairment that has a "substantial" and "long-time" negative effect on their ability to do normal daily activities". Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA "substantial" means "more than minor or trivial". "Long term" means "has lasted or is likely to last more than 12 months." This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

## **Our planning addresses the following areas:**

- Physical Environment – addressing alterations that may be required to the building or site to improve access for pupils, staff, parents and visitors
- Support Services – access to services and professional support within and external to the school to support families where disability is identified
- School Curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits
- Awareness – building awareness of staff through training and development and heightening children's awareness of issues related to disability
- Communication – how information is communicated within school and to wider audience and supporting access to communication for families with a pupil or parent identified as having a disability

# Physical Environment

<b>Process for Identifying Barriers</b>
<ul style="list-style-type: none"><li>• Action plan following a site inspection by relevant personnel</li><li>• On-going feedback from individual students / staff / parents / relevant professionals including medical staff (e.g. school nurse)</li><li>• Review of pupils' needs by SENDCO in liaison with Lancashire Authority</li><li>• Review of individual Education, Health and Care Plans for pupils</li></ul>
<b>Summary of Progress to date in Last Three Years</b>
<ul style="list-style-type: none"><li>• New lift to access first and second floors of building (to access Learning Support / ICT / Food Technology) *</li><li>• Two stair lifts installed to allow wheelchair / mobility access to school hall, RE, Science and Technology areas</li><li>• An accessible parking bay adjacent to school entrance for easy access for wheelchairs</li><li>• Trip hazards removed and vertical barriers highlighted with visual contrast for visually impaired pupils</li><li>• Ramps placed in appropriate areas</li> <li>• Staff training to highlight physical factors affecting pupils</li></ul>
<b>Objectives for Improvement 2021-2024</b>
<ul style="list-style-type: none"><li>• The remaining stair cases to be fitted with stair lifts where necessary</li><li>• Remaining handrails to be painted appropriate colour for Visual Impaired Students</li><li>• Emergency evacuation plans to be written when required for individual students</li></ul> Constant review of physical site in response to needs of pupils
<b>Monitoring of Plans</b>
This plan will be monitored every term through a site inspection by the SENDCO, site manager, finance manager and member of SLT

# Support Services

<b>Process for Identifying Barriers</b>
<ul style="list-style-type: none"><li>• Review of Statements / Education, Health and Care Plans or Support Plans for pupils with SEND</li><li>• Advice from external agencies</li><li>• Requests and identified needs of pupils and parents through discussions, observations and feedback</li><li>• Updates from local, county and national providers</li></ul>
<b>Summary of Progress to date in Last Three Years</b>
<ul style="list-style-type: none"><li>• Full time on-site counsellor and Learning Mentors School nurse and other health professionals have completed training with all staff on diabetes, asthma, and other conditions</li><li>• Learning Support provide Inclusion Profile with advice on particular individuals including IEPs</li><li>• Pupil Support and Wellbeing Room set up and staffed throughout the school day</li><li>• First-aid training undertaken by staff with whole-staff CPD on particular conditions (e.g. asthma, diabetes).</li><li>• Medical room re-stocked</li></ul>
<b>Objectives for Improvement 2021-2024</b>
<ul style="list-style-type: none"><li>• Review staffing of Pupil Support and Wellbeing Room to ensure comprehensive support is given to pupils</li><li>• Continue to review Inclusion Profile to identify pupils with SEN(D) and provide appropriate support for students and parents – investigate move to Edukey (or similar) to provide simpler access for family input to plans.</li></ul>
<b>Monitoring of Plans</b>
This plan is to be monitored by the governing body, Inclusion staff and other relevant staff.

# School Curriculum

<b>Process for Identifying Barriers</b>
<ul style="list-style-type: none"><li>• Monitoring of high quality teaching, learning support and impact on progress through quality improvement processes</li><li>• Year 7 pupils to have base-line testing on reading, comprehension, writing and spelling (NGRT) with additional support with those entering with low levels of numeracy / literacy</li><li>• Review of individual Education, Health and Care Plans and Support Plans for pupils with SEN(D)</li><li>• Feedback and input from parents at consultation meetings and external agencies</li><li>• Curriculum guidance form DFE</li></ul>
<b>Summary of Progress to date in Last Three Years</b>
<ul style="list-style-type: none"><li>• Laptops available in most departments which pupils can use</li><li>• KS4 Option process ensures pupils have equal access to appropriate curriculum</li><li>• Liaison with individual pupils and parents regarding the personalised curriculum pathways available with special parents' evening to plan post-16 pathways for pupils on Inclusion Profile</li><li>• Provision of lunchtime clubs for personal, academic and social aspects of development</li></ul>
<b>Objectives for Improvement 2021-24</b>
<ul style="list-style-type: none"><li>• Ageing laptops to be replaced by notebooks / tablets. Reading pens purchased.</li><li>• Continue with whole staff training regarding removing barriers for SEN(D) within the classroom – training to be matched to the priorities determined by whole school pupil population and their needs</li><li>• Review curriculum offer in light of national and local practice / policy</li><li>• Review the interventions provided for individuals and small group within each Key Stage</li></ul>
<b>Monitoring of Plans</b>
This plan to be monitored by the curriculum and pastoral teams within school and any other relevant staff.

# Awareness

<b>Process for Identifying Barriers</b>
<ul style="list-style-type: none"><li>• Observations of learning and pupil feedback</li><li>• Feedback from pupils, parents, staff, external agencies and visitors</li><li>• Curriculum and provision review</li></ul>
<b>Summary of Progress to date in Last Three Years</b>
<ul style="list-style-type: none"><li>• Staff training on specific areas of SEN(D) and whole school approach to SEND teaching (DFE / NASEN guidance)</li><li>• Assemblies focusing on specific areas of SEN(D)</li></ul>
<b>Objectives for Improvement 2021-2024</b>
<ul style="list-style-type: none"><li>• Link assemblies and whole school events to theme days and events e.g. World Autism Day</li><li>• Continued whole staff training on SEN(D) In house campaigns promoting well-being, safety and mental health</li></ul>
<b>Monitoring of Plans</b>
This plan to be monitored by the SLT / Learning Support and any other relevant staff

# Communication

<b>Process for Identifying Barriers</b>
<ul style="list-style-type: none"><li>• Feedback from pupils, parents and external agencies</li><li>• Review of Education, Health and Care plans</li><li>• Parent and Pupil Forum feedback</li></ul>
<b>Summary of Progress to date in Last Three Years</b>
<ul style="list-style-type: none"><li>• Parents of SEN(D) pupils have regular meetings with SENDCO and other key staff within the Learning Support department. Utilise Teams / School Cloud as appropriate.</li><li>• Parents all have a log-on via Insight to access student information such as attendance and rewards</li><li>• Termly reports for all pupils</li><li>• Inclusion Parent Support Group meets on a termly basis</li><li>• Special Parents' Evening regarding post-16 options</li></ul>
<b>Objectives for Improvement 2021-24</b>
<ul style="list-style-type: none"><li>• Education Health Care Plans to be developed</li><li>• Review access and engagement of Insight by parents of SEND pupils</li><li>• Develop Pupil and Parent Forum</li></ul>
<b>Monitoring of Plans</b>
This plan to be monitored by the SLT / Learning Support and any other relevant staff