

## Accessibility Plan

## St Augustine's RC High School

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

**“At Saint Augustine’s we believe that every person is an image of God.**

**We want our thoughts and actions to be inspired by this sacred understanding we have of ourselves and of each other.**

**Our school community will keep alive the memory of Jesus through the Eucharist and in the practice of our Faith.**

**We want to encourage, inspire, challenge and care for each other, be open to the wider world about us,**

**And celebrate together our reasons for living and hoping.”**

**School Mission Statement**



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).

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

**Process for identifying barriers**

Action plan following a site inspection by relevant personnel  
 On-going feedback from individual students / staff / parents / relevant professionals including medical staff (e.g. school nurse)  
 Review of pupils' needs by SENDCO in liaison with Lancashire Authority  
 Review of individual Education, Health and Care Plans for pupils

**Summary of progress to date in last three years**

New lift to access first and second floors of building (to access Learning Support / ICT / Food Technology)  
 Two stair lifts installed to allow wheelchair / mobility access to school hall, RE, Science and Technology areas  
 An accessible parking bay adjacent to school entrance for easy access for wheelchairs  
 Trip hazards removed and vertical barriers highlighted with visual contrast for visually impaired pupils  
 Ramps placed in appropriate areas  
 Staff training to highlight physical factors affecting pupils

**Objectives for improvement 2015-2017**

The remaining stair cases to be fitted with stair lifts where necessary  
 Remaining handrails to be painted appropriate colour for Visual Impaired Students  
 Emergency evacuation plans to be written when required for individual students  
 Constant review of physical site in response to needs of pupils

**Monitoring of plans**

This plan will be monitored every term through a site inspection by the SENDCO, site manager, finance manager and member of SLT

**Process for identifying barriers**

Review of Statements / Education, Health and Care Plans or Support Plans for pupils with SEND  
 Advice from external agencies  
 Requests and identified needs of pupils and parents through discussions, observations and feedback  
 Updates from local, county and national providers

**Summary of progress to date in last three years**

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  
 Learning Support provide Inclusion Profile with advice on particular individuals including IEPs  
 Pupil Support and Wellbeing Room set up and staffed throughout the school day  
 First-aid training undertaken by staff with whole-staff CPD on particular conditions (e.g. asthma, diabetes). Medical room re-stocked

**Objectives for improvement 2015-2017**

Review staffing of Pupil Support and Wellbeing Room to ensure comprehensive support is given to pupils  
 Continue to review Inclusion Profile to identify pupils with SEN(D) and provide appropriate support for students and parents

**Monitoring of plans**

This plan is to be monitored by the governing body, Inclusion staff and other relevant staff.

**Process for identifying barriers**

Monitoring of high quality teaching, learning support and impact on progress through learning walks  
 Year 7 pupils to have base-line testing on reading, comprehension, writing and spelling with additional support with those entering with low levels of numeracy / literacy  
 Review of individual Education, Health and Care Plans and Support Plans for pupils with SEN(D)  
 Feedback and input from parents at consultation meetings and external agencies  
 Curriculum guidance form DFE

**Summary of progress to date in last three years**

Laptops available in most departments which pupils can use  
 KS4 Option process ensures pupils have access to appropriate curriculum with adequate Level 1 provision and college places as necessary  
 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  
 Provision of lunchtime clubs for personal, academic and social aspects of development

**Objectives for improvement 2015-2017**

Alpha-smart keyboards to be replaced by notebooks / tablets  
 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  
 Review curriculum offer in light of national and local practice / policy  
 Review the interventions provided for individuals and small group within each Key Stage

**Monitoring of plans**

This plan to be monitored by the curriculum and pastoral teams within school and any other relevant staff

Awareness

**Process for identifying barriers**

Observations of learning and pupil feedback  
 Feedback from pupils, parents, staff, external agencies and visitors  
 Curriculum and provision review

**Summary of progress to date in last three years**

Staff training on specific areas of SEN(D) and whole school approach to SEND teaching (DFE / NASEN guidance)  
 Assemblies focusing on specific areas of SEN(D)

**Objectives for improvement 2015-2017**

Link assemblies and whole school events to theme days and events e.g. World Autism Day  
 Continued whole staff training on SEN(D)  
 In house campaigns promoting well-being, safety and mental health

**Monitoring of plans**

This plan to be monitored by the SLT / Learning Support and any other relevant staff

**Process for identifying barriers**

Feedback from pupils, parents and external agencies  
 Review of Education, Health and Care plans  
 Parent and Pupil Forum feedback

**Summary of progress to date in last three years**

Parents of SEN(D) pupils have regular meetings with SENDCO and other key staff within the Learning Support department  
 Parents all have a log-on via Insight to access student information such as attendance and rewards  
 Termly reports for all pupils  
 Inclusion Parent Support Group meets on a termly basis  
 Special Parents' Evening regarding post-16 options

**Objectives for improvement 2015-2017**

UPDATE POLICIES IN LINE WITH NEW Code of Practice  
 Education Health Care Plans to be developed  
 Review access and engagement of Insight by parents of SEND pupils  
 Develop Pupil and Parent Forum

**Monitoring of plans**

This plan to be monitored by the SLT / Learning Support and any other relevant staff