St Augustine's C.E. High School & Sixth Form

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Accessibility Policy

This plan complies with the statutory requirement laid out in the Equality Act 2010 for all schools to have an accessibility policy.
St Augustine's High School recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using the school and its facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the on-going commitment to the delivery of an inclusive educational service, we will endeavour to ensure that disabled students receive the same standards of education as non-disabled students.

Aims of the Access Plan

- The School Aims are designed to ensure that St Augustine's High School meets the needs of all its students, staff and visitors regardless of gender, ethnicity, religion, culture, language, age, ability, sexual orientation or social circumstances.
- The school aims to prepare its students for full participation in a diverse and constantly changing society.
- The school prides itself on its inclusivity and has invested in appropriate staffing and funding to ensure the happiness and achievement of included students.

The plan will be made available online on the school website, and paper copies are available upon request.
The school supports any available partnerships to develop and implement the plan.

St Augustine's High Commitment to Access

- All students are encouraged and enabled to achieve their full potential, where appropriate through individualised learning programmes.
- Diversity is seen as a rich resource that enhances the learning of all.
- All students are valued and respected and staff provide role models for inclusive practice and values.
- All forms of prejudice and harassment are openly opposed.
- Staff are proactive in tackling and eliminating prejudice wherever it is found.
- All students have access to an enriched curriculum which promotes good relationships within a range of learning and social situations

Leadership and Management

- School policies reflect the school's commitment to access for all.
- Staff and governors contribute to policy development and review.

- Teaching and curriculum monitoring ensures that staff have high expectations of all students, and the curriculum provides breadth of content in relation to the school and the wider community.

Staffing, Recruitment and Professional Development

- St Augustine's High School adheres to recruitment and selection procedures which are fair, non-discriminatory, and in line with statutory duties.
- The access policy will form part of staff induction procedures
- The staff handbook contains information for staff supporting their practice in relation to this policy.
- All staff are required to undertake a programme of appropriate training and professional development to support them in addressing access issues and in providing an appropriately differentiated curriculum for all students.
- Staff are provided with information to help them understand how physical sensory, medical and learning difficulties affect students' learning.
- Staff and visitors provide students with a range of role models that reflects the wider community

Curriculum

- Curriculum planning takes account of the needs of all students and is differentiated appropriately to include everyone.
- The principles of equality are incorporated in planning all subjects.
- PE extra-curricular activities ensure that students have access to a wide range of experiences.
- All students participate in all subjects (except students withdrawn from RE at parents' request and where a small number of students are withdrawn to work on basic literacy and numeracy skills).

St Augustine's High School facilitates an inclusive curriculum by:

- Ensuring that all staff are appropriately trained.
- Organising classrooms to optimise access for all students.
- Planning visits that are accessible to all.
- Ensuring that lessons are structured to provide individual, paired, group and class activities.
- Differentiating work so that all students can achieve their aims.
- Having high expectations of all students.
- Providing experience in the use of ICT for all students.

Teaching and Learning

- All students have access to a suitably differentiated curriculum appropriate to their ages.
- Teaching takes different learning styles into account.
- Teaching styles are varied and include collaborative learning so that students appreciate the value of working together.
- Students are grouped in different ways at different times as appropriate.
- Specialised resources are provided to enable students to access the information that is being presented to them.

- Displays reflect the experiences, backgrounds and modes of access of students and promote equality and diversity.

Assessment, pupil progress and achievement

- Assessment is free from gender, cultural and social bias and methods are seen to be valid.
- All students have appropriate opportunities to demonstrate what they know, understand, and can do, and therefore to benefit from assessment which summarises what they have learned.
- Assessment information informs future planning.
- Staff employ a range of assessment methods and strategies to assess progress
- Pupil performance is monitored and analysed and action taken to counter underachievement.
- Staff have very high expectations of all students and continually challenge them to extend their learning and achieve higher standards. Structured intervention groups are created for those who need additional intervention to achieve as they should.

Behaviour

- The school expects and encourages high standards of behaviour from everyone.
- Staff model exemplary behaviour and attitudes.
- Strategies for managing behaviour are discussed and agreed with parents/carers.
- Students are aware of rules of good behaviour.
- The anti-bullying policy outlines procedures for dealing with all forms of bullying and harassment.
- Staff are consistent in applying agreed sanctions and rewards.
- Programmes are individualised for maximum impact and effectiveness and are applied consistently.

Partnership with Parents and the Community

- Parents are invited and welcomed to a range of formal and informal activities.
- Parents are kept up to date with their child's progress.
- All staff have their school email address publicised so that communication between home and school can take place electronically if required.
- The school works in partnership with parents and the community to promote positive attitudes to diversity and disability.
- Events are planned to involve the community.
- Information is easily accessible to parents in different forms as appropriate e.g. via website, hard copy, informal discussion.
- School premises and facilities can be used by the community and other groups by agreement with the Headteacher, Governors and Site Team.

The School Environment

- The school environment is welcoming and well maintained, within budgetary constraints.
- The ground floor which includes teaching and recreational areas is accessible for all students who use wheelchairs, and the upper floors of the main building is accessible by lift. (Ground Floor to Floor 3)
- Paths around the site are safe and regularly inspected.

- Parking arrangements are safe. Parents of disabled students can park in visitors bays which are kept free and ca be used as required.
- Bus and taxi access is supervised and monitored and appropriate risk assessments have been made.
- Emergency and evacuation procedures are in place and practised regularly.
- Consideration is given to the reduction of background noise, room acoustics and equipment noise.
- Specialist furniture, equipment, and assistive technological aids are purchased, used and located appropriately to maximise access to the curriculum for all students.

The school continues to review and work on developments across the whole school site.

Responsibilities

- The Governing Body and the Senior Leadership Team ensure that the school complies with all relevant legislation.
- The Governing Body and Senior Leadership Team ensure that the policy and related procedures and strategies are implemented.
- The Headteacher ensures that all staff are aware of their responsibilities under the policy and that all staff have been trained to maintain the policy.
- Health and Safety procedures are reviewed regularly.
- All students with a medical need have a Care Plan which is reviewed regularly and signed by parents/carers.

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

Reviewed November 2018