



# St Augustine's CE High School

## Accessibility Plan

We believe that accessibility is a fundamental right and a cornerstone of equity, ensuring that all individuals, regardless of ability, have access to education, resources, and opportunities. We strive to empower all members of our school community to thrive and succeed.

<b>Approved by:</b>	Governing Body	<b>Date:</b> December 2024
<b>Last reviewed on:</b>	October 2021	
<b>Next review due by:</b>	December 2027	

St Augustine's Federated Schools have consciously considered how this policy may affect people who share protected characteristics and have due regard for those whose identity is protected under the Equality Act 2010.

## **Accessibility Plan for St Augustine's CE High School**

The Equality Act 2010 consolidated all previous equality legislation, including the Disability Discrimination Act, into a single, comprehensive law covering all types of discrimination. Schools are required under this Act to make "reasonable adjustments" for people with disabilities (see Equality Act 2010, Paragraph 4.13).

This Accessibility Plan is aligned with current legislation, including the Equality Act 2010 and the Children and Families Act 2014 (Part 3), which connects to the SEND Code of Practice (2014) as well as prior legislation, such as the Disability Discrimination Act 1995 and the SEN and Disability Act 2001.

The Department for Education (DfE) provides guidance on the Equality Act, mandating that schools have an accessibility plan that focuses on:

- Enhancing curriculum access for disabled pupils
- Improving the physical environment to enable disabled pupils to better access education, benefits, facilities, and services
- Increasing the availability of accessible information for disabled pupils

## **Our Commitment to Accessibility and Inclusion**

At St Augustine's CE High School, we are dedicated to ensuring all pupils are treated fairly and respectfully. This commitment involves providing equal access and opportunities without any discrimination. Inclusion is central to our ethos and values; we strive to maintain a fully accessible environment that values and includes all members of our community, regardless of educational, physical, sensory, social, spiritual, emotional, or cultural needs.

Furthermore, our school is the only school in the City of Westminster that has a Specialist Resource Provision for Deaf (DSP). Students are usually referred to us by the LA's service for hearing impairment and places are also made available to some pupils from out of borough school. The City of Westminster has designated the Deaf Resource Provision to cater for 10 students.

Our school is actively working to challenge negative perceptions about disability and accessibility. Our ethos and values uphold a culture of awareness and inclusion. This plan, accessible on our school website and in print upon request, is a testament to our commitment.

Additionally, we ensure that staff members receive training on equality issues, particularly concerning disability, as outlined in the Equality Act 2010. St Augustine's CE High School collaborates closely with Westminster's professional resources to enhance accessibility and meet the diverse needs of our students.

## **Westminster Local Authority Support**

The local authority provides resources to school, including advice, training, and specialist support, to help ensure that all students can access the curriculum. This support, detailed in the Local Offer, includes a wide range of services (Sensory impairment services, Autism advisory service, Speech and Language Service, Occupational Therapy, Education Psychology Service, SEMH support) assist school in implementing inclusive, accessible education. For more information, please visit Westminster Local Offer.

## Accessibility Plan and Complaints Procedure

Our school's complaints procedure includes provisions for addressing concerns related to accessibility. If you have any concerns, the procedure outlines the steps for submitting a complaint. In developing this plan, we consulted a range of stakeholders, including staff, governors, pupils, and parents.

This plan outlines the Governing Body's objectives to enhance access to education for disabled pupils, including:

- Avoiding disadvantages for disabled pupils wherever possible by taking reasonable steps
- Providing auxiliary aids or services as needed to reduce substantial disadvantages compared to non-disabled pupils

## Legal Framework and Definitions

This document complies with Schedule 10 of the Equality Act 2010 and follows the DfE's guidance on the Act. According to the Act, an individual is considered disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse impact on their daily activities. The SEND Code of Practice defines 'long-term' as lasting over a year and 'substantial' as more than minor or trivial. This definition includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

## Plan Aims

**Guided by our school's virtues and values, we aim to:**

- Maximize every pupil's potential with the ethos of "**be the best that you can be.**"
- Foster a fully inclusive school culture that welcomes all pupils, regardless of race, ability, language, or culture.
- Ensure high aspirations for all pupils, including those with disabilities.
- Offer comprehensive learning opportunities for pupils with disabilities, encouraging them to develop their skills and talents.

The National Curriculum (2014) ensures a common educational entitlement for all. Our staff members adapt curriculum planning to meet diverse student needs, which may require modifications to study programs and delivery methods. All students have access to supplementary learning opportunities to enhance their core curriculum.

## Strategic Priorities

We are committed to the following priorities:

- Training staff on accessibility and inclusion
- Planning reasonable adjustments in our curriculum and environment for pupils with disabilities
- Incorporating accessibility policies in pupil induction and transition meetings
- Applying person-centered planning in developing support for pupils with disabilities

### **School Context and External Support**

As a large inner-city mainstream school, St Augustine's CE High School has a culturally diverse and multilingual student body. With a significant number of students from low-income families (FSM) and a high number of pupils with special educational needs (SEN), our inclusive approach is essential to our school culture. We work closely with external agencies for additional support for both the school and our families. Further details on our accessibility efforts can be found in the SEND policy, Local Offer, and SEND Information Report.

### **Action Plan Objectives**

Our Accessibility Action Plan aligns with the Equality Act 2010's requirements. This plan is funded, implemented, and reviewed regularly. The school commits to supporting all students in academic and social participation, acknowledging that some may require additional assistance.

## Accessibility Action plan 2024-25

Aim	Current good practice  Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<b>Increase access to the curriculum for pupils with a disability</b>	<p>All students have access to a broad, balanced curriculum that builds lifelong learning skills.</p> <p>The curriculum is regularly reviewed and tailored resources are used to meet diverse student needs.</p> <p>High expectations are set for all students, with tailored targets for those with additional needs.</p> <p>Academic progress is closely tracked for all students, including those with SEND.</p> <p>The Head of Student Support implements measures like: new staff induction; Regular training on Autism, ADHD, Deafness, and Vision Impairment; Ongoing collaboration with teaching staff and Heads of Department (HoDs); Advice on curriculum planning and differentiation strategies; SEN and DSP Learning Walks, SEN and SALT drop-in sessions</p> <p>Staff are fully informed of students' needs to provide effective support,</p>	<p>To ensure that our curriculum meets the needs of our learners in line with changes to GCSE and A Level examination.</p> <p>To continue to provide training to all staff.</p>	<p>Continue to monitor the changes to GCSE as set out by the Awarding Bodies and the Department</p> <p>Continuous Professional Development and Performance Management to ensure that all staff are highly trained and confident in delivering High Quality Teaching</p>	SLT and SENCO	<p>Yearly review of impact which is used for further planning.</p> <p>Yearly review of CPD and Performance Management at Senior Leadership level.</p>	<p>Students are able to access curriculum.</p> <p>High Quality Teaching in evidence for all pupils and curriculums and teaching methods differentiated to meet individual needs</p>

	<p>with inclusion as a core value at St. Augustine's.</p> <p>All students participate in school trips and visits, which are risk-assessed.</p> <p>PE lessons include modified equipment for students with mobility challenges, and Sports Day is inclusive.</p> <p>MIND and school counsellors provide support for students' social, emotional, and mental health needs.</p> <p>Weekly mentoring sessions address academic and emotional/social issues, with interventions as needed.</p> <p>The Student Support team collaborates with subject leads, teachers, and external professionals to meet all students' needs, implementing strategies advised by specialists.</p> <p>Regular Student Support meetings address support and intervention needs for vulnerable students across year groups.</p> <p>Profiles are created for EHCP students, shared with teachers to communicate strengths, development areas, and support strategies. "Get to Know Me" sessions are held for teachers of EHCP students to deepen understanding.</p>	<p>To continue to develop provision for young people with Social, Emotional and Mental Health Needs</p>	<p>Introduce Art therapy for two days a week</p>	<p>SLT and SENCO</p>	<p>Yearly review of impact which is used for further planning.</p>	<p>To improve students SEMH</p>
--	--	---	--	----------------------	--	---------------------------------

	<p>The garden serves as a peaceful setting for one-to-one or small group support, fostering emotional well-being and sustainability learning.</p> <p>Neurodiversity is celebrated with events like Autism and Deaf Awareness Week and collective worship sessions.</p>					
<b>Improve and maintain access to the physical environment</b>	<p>A sensory room offers a calming space for students needing emotional or behavioural regulation.</p> <p>Entrances to the school are accessible and reception counter can be used by all</p> <p>Doors and doorways are easy to navigate and wide enough to allow access for those with mobility aids or a supporting member of staff</p> <p>All fire exits accessible for pupils with physical difficulties affecting their mobility</p> <p>The size and layout of areas around the school allow access for all pupils:</p> <ul style="list-style-type: none"> <li>• classrooms, including subject specific classrooms, such as Science and Technology, Food, Art, ICT</li> <li>• hall</li> <li>• library</li> <li>• corridors</li> <li>• toilets ( and changing rooms)</li> <li>• both playgrounds</li> <li>• sports hall</li> </ul>	Ensuring that all parts of the school building are accessible where reasonably possible	<p>Annual bids for further funding in order to increase access to the building and school grounds</p> <p>The school will continue to review and improve the school environment as required and ensure that timetables/room allocation enable students to access all areas of the curriculum.</p>	SALT and SENDCO	Ongoing	All students who attend our school are able to take part in all areas of school life.

	<ul style="list-style-type: none"> <li>• Atrium and other social areas</li> <li>• stairways and lift(s)</li> </ul> <p>All areas of the school, including accessible toilet/changing areas are kept clutter free with trip hazards removed</p> <p>Good quality acoustic panels are available in the Atrium and most classrooms have been fitted with carpet to reduce noise levels/reverberation</p> <p>There is suitable lighting in all areas of the school</p> <p>The edges to stairs are highlighted in contrast colour for students with visual impairments</p> <p>There is a designated space available for specialist intervention work</p> <p>Emergency evacuation systems are in place for all pupils, including alarms with visual and auditory components</p>					
<b>Improve the delivery of information to pupils with a disability</b>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> </ul>	To reduce and eliminate barriers which restrict pupils' access to the curriculum and participation in the school community.	The school to continue to review the delivery of information to pupils with disability.	Whole school	Ongoing	<p>The school recognizes its duty under the Equality Act 2010:</p> <p>Not to discriminate against disabled pupils in</p>

	<ul style="list-style-type: none"> <li>• Pictorial or symbolic representations</li> <li>• Soundfield system</li> <li>• Acoustic panels fitted in the Atrium</li> <li>• We use Sign Supported Language (SSE) as a preferred method of communication for Deaf Students.</li> </ul> <p>The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.</p>		<p>To carry out the soundfield health check annually</p> <p>To replace damaged acoustic panels</p>			<p>admissions, exclusions, and provision of education and associated services</p> <p>Not to treat disabled pupils less favorably</p> <p>To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;</p> <p>St Augustine's seeks to ensure that compliance is consistent with the school's Values and Ethos, the Equality &amp; Diversity Policy, and the SEN Policy.</p>
--	--	--	--	--	--	---