



'Academies in Christ'  
Part of the Archdiocese of Southwark



## Accessibility Policy

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Author:	Beth Carra	Owner:	Sarah Thompson
Type of policy:	School policy	Approval:	Governance Committee

This policy reflects the School's Catholic values, with love and respect at its heart. These principles are central to our community, and we strive to live them out each day. The Academic Committee and staff are committed to treating everyone with dignity and ensuring equal access to all aspects of school life. At times, this commitment calls for courage in overcoming challenges.

### **Introduction**

At St. Augustine's Catholic Primary School, our values reflect a commitment to creating a community where high expectations apply to everyone. We provide children with high-quality learning opportunities so that each child can achieve their full potential. Every individual in our school is valued and included. We foster an ethos of care and trust, ensuring that every member of our community feels a genuine sense of belonging.

We work diligently to ensure that no child is overlooked, celebrating each person's uniqueness and success. We recognise learning in all its forms and are dedicated to nurturing lifelong learners. Our school is a safe environment where we strive to build confidence and self-esteem, knowing that happy and secure children achieve best.

This Accessibility Plan has been prepared in compliance with current legislation, as outlined in Schedule 10 of the Equality Act 2010, relating to disability. The Equality Act 2010 replaced previous equality legislation, including the Disability Discrimination Act. The law continues to prohibit schools from unlawfully discriminating against pupils on the grounds of sex, race, disability, religion or belief, and sexual orientation.

Under the Equality Act 2010, a person is considered to have a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's compliance with the Equality Act 2010 (particularly Schedule 10 on Accessibility) and provide guidance to ensure we meet our obligations.

### ***Objectives***

St Augustine's Catholic Primary School is committed to creating an environment that ensures full access to the curriculum and values every pupil, staff member, parent, and visitor—regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs. We actively promote inclusion in the spirit of the Equality Act 2010, taking positive steps to support individuals with disabilities and fostering a culture of awareness and care throughout the school.

We recognise and respect parents' knowledge of their child's disability and its impact on daily activities, while upholding the rights of both parents and children to confidentiality.

Our Accessibility Plan sets out how we will improve access for disabled pupils, staff, and visitors within a defined timeframe, while anticipating and making reasonable adjustments wherever practicable to meet their needs

### ***Reasonable Adjustments***

Under the Disability Discrimination Act (DDA), schools are required to make reasonable adjustments to ensure that disabled pupils and other users of the school are not placed at a substantial disadvantage and can access the same opportunities as their non-disabled peers.

At St Augustine's Catholic Primary School, we aim to ensure that disabled pupils and users have equal access to:

- The curriculum
- Information
- The school environment and facilities

When planning improvements to achieve this, we consider the needs of both current and future pupils and users. While the main strategies are outlined in the Accessibility Plan, reasonable adjustments are also made on an individual basis, in collaboration with the disabled person and/or their parents.

When deciding whether an adjustment is reasonable, the following factors are taken into account:

- The extent to which the adjustment would reduce or remove the disadvantage
- The practicality of the adjustment
- The availability of financial assistance
- The financial implications for the school
- The size and resources of the school

We will be successful in making reasonable adjustments when disabled persons can, wherever possible, participate fully:

- In the classroom
- In the school curriculum
- Throughout all areas of the building and school life

The Accessibility Plan includes timely actions to:

- Improve the physical environment of the school so that those with disabilities can better access education, facilities, and services
- Increase the extent to which disabled pupils can participate in the curriculum
- Enhance the availability of accessible information for those with disabilities

To determine what adjustments are necessary, the school will seek evidence-based guidance from medical professionals.

### ***Awareness and Review***

The school works in partnership with relevant organisations to develop and implement this Accessibility Plan. In particular, we follow all policies and procedures agreed by the Kent Catholic Schools Partnership (KCSP), the academy trust to which we belong. Further details can be found on their website: [www.kcsp.org.uk](http://www.kcsp.org.uk).

Our school's Complaints Procedure applies to this Accessibility Plan. If you have any concerns regarding accessibility, this procedure outlines how to raise and resolve them.

#### Links with Other Policies

This Accessibility Plan is linked to the following policies and documents:

- KCSP Health and Safety Policy
- KCSP Equality Policy
- KCSP Equality Statement
- SEN & Disability Policy
- KCSP Supporting Pupils with Medical Conditions Policy

### ***Accessibility Plan***

St Augustine's Catholic Primary School is committed to being inclusive, based on respect for and celebration of diversity. Within its Catholic ethos, the school strives to prepare all pupils to live positively in a diverse society and contribute meaningfully to it. We aim to promote equality of opportunity in every aspect of school life, regardless of race, disability, gender, religion or belief, sexual orientation, or age.

This Accessibility Plan outlines the aims, success criteria, impact measures, monitoring processes, and review strategies to promote equality and inclusion at St Augustine's Catholic Primary School.

Aim	Success Criteria	Impact Measure	Monitoring	Who / Timescale	Review and Further Planning / Improvement
<p>Access to the curriculum. Eliminate unlawful discrimination, promote equality of opportunity and good relations across different racial, ethnic and cultural groups within the school</p>	<p>Opportunities to promote equality of race, ethnicity and culture are identified in the curriculum.</p> <p>PSHE included in curriculum.</p> <p>Cultural and ethnic diversity is valued.</p> <p>Assemblies include themes promoting equality.</p>	<p>All ethnic groups participate in school life.</p> <p>Develop a culture of intolerance of racial abuse.</p> <p>Pupils and staff behave with fairness and respect.</p> <p>Pupils of ethnic backgrounds supported through induction and EAL provision.</p> <p>Impact assessment carried out and stakeholders informed.</p>	<p>Analysis of performance data.</p> <p>Evaluation of PSHE.</p> <p>Pupil voice collected.</p> <p>Assembly themes recorded.</p> <p>Monitor involvement in activities/clubs.</p> <p>Log and report incidents of racial discrimination.</p> <p>Positive attitudes role-modelled.</p>	<p>Class teacher / SENCo / SLT (3 times a year). Subject Leaders. Monitored termly by SLT.</p>	<p>Inform planning.</p> <p>Share results with parents.</p> <p>Consult parents and pupils.</p> <p>Adjust PSHE planning.</p> <p>Pupils demonstrate awareness of diversity.</p> <p>Continue monitoring inclusion. Review policy if incidents occur.</p>
<p>Eliminate discrimination and harassment on grounds of sex or sexual orientation; promote equality between boys and girls</p>	<p>Curriculum promotes gender equality.</p> <p>Attainment and progress data analysed; strategies implemented.</p> <p>Subjects include positive role models of both genders.</p> <p>Log of sexual harassment incidents maintained. Equal participation in school events.</p>	<p>All pupils engage fully in curriculum.</p> <p>Equal attainment and progress.</p> <p>Curriculum reflects achievements of both genders.</p> <p>Incidents logged and monitored.</p> <p>Planning ensures gender representation.</p>	<p>Termly analysis of attainment and progress.</p> <p>Work scrutiny, lesson observations.</p> <p>Performance management reviews.</p> <p>Monitor participation and incidents.</p>	<p>Class teachers / SLT – ongoing. SLT annually.</p>	<p>Inform curriculum planning.</p> <p>Adjust strategies based on data.</p> <p>Update policy as needed. Ensure gender equality remains embedded.</p>
<p>Physical access. Promote equality of opportunity for disabled pupils;</p>	<p>Pupils with disabilities have full access to curriculum.</p> <p>Barriers in physical environment identified. Awareness</p>	<p>Performance data analysed.</p> <p>Access to appropriate technology ensured.</p>	<p>Termly monitoring by SLT/SENCo. Records of meetings kept. Teacher</p>	<p>SLT / SENCo / Class teachers – 3 times a year. Headteacher annually.</p>	<p>Ongoing adjustments. Inform working party decisions.</p>

<p>eliminate discrimination; encourage participation and meet needs</p>	<p>raised among school community.</p> <p>Pupils supported by teachers/TAs/SENCo. Impact assessment completed.</p>	<p>Homework differentiated and available in multiple formats as needed.</p> <p>Resources organised to reflect needs.</p> <p>School activities accessible.</p> <p>Transition planning informed.</p> <p>Pupil voice collected.</p> <p>Clear signage.</p> <p>Accessible timetabling. Improved communication.</p> <p>Disability reflected in curriculum.</p> <p>Staff trained in disability awareness. Opportunities for independence promoted.</p> <p>Incidents logged and reported.</p> <p>Positive attitudes role-modelled.</p>	<p>interventions tracked.</p> <p>Annual review by Headteacher.</p>		<p>Policy updated based on findings.</p>
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