



St Augustine's Priory

17b – Three-Year Accessibility Plan

For compliance with Schedule 10 of the Equality Act 2010
2015 – 2018

Mission Statement

We are an all-through, inclusive Catholic girls' school with boys in the Nursery. As a girls' school we are committed to preparing girls for life long effectiveness and success. As part of their journey, girls will learn of intellectual risk-taking and emotional strength, reflection and self-knowledge, persuasiveness and team building as well as a cultural curiosity for an enriched enjoyment of life.

In our stunning 13 acres of grounds, girls have a physical freedom unique in central London. We aim to instil in them the emotional freedom to grow intellectually and spiritually and to understand the truth about themselves, others and our complex world. We will give them the courage to be ambitious and compassionate and we will provide a secure, happy and nurturing community in which to explore all of the above.

To this end we seek, develop and retain the best teachers who value well-being and the individual progress of each girl as much as they are relentless in their pursuit of academic excellence. Their goal is life-long success for each girl and they set the pace of energy and dynamism within which the girls flourish.

The school seeks to support its mission statement working within a national framework for educational inclusion. This applies to all areas of the school including EYFS. This is provided by:

- Education Act 1996
- The SEND Code of Practice 0-25 years 2015
- Equality Act 2010
- The Disability Discrimination Act (2005)
- Code of Practice for Schools (Disability Rights Commission)
- ISI Regulations 2014
- Children and Families Act 2014

Equality Statement

At St Augustine's Priory we are committed to ensuring the equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected with the school feel proud of their identity and able to participate fully in school life.

At St Augustine's Priory we are committed to ensuring quality of education

The planning group consists of:

- Mrs Sarah Raffray- Headteacher

- Mr Jonathan Powell – Bursar
- Miss Fiona Johnson - SENCO
- Mrs Caroline Philips - Health & Safety Governor has oversight of this group and its work

1. Introduction

Under the Special educational needs and disability code of practice : 0 to 25 years (2014), a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

St Augustine’s Priory has three key duties in providing for pupils with a disability.

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage;
- to draw up plans to show how, over time, we will increase access to education for disabled pupils.

This policy sets out the proposals of our school to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA:

1. increasing the extent to which pupils can participate in the school curriculum;
2. improving the environment of the school so disabled pupils can take greater advantage of education and associated services;
3. improving the delivery of the curriculum to disabled pupils.

2. What defines ‘reasonable adjustments’?

In determining what is reasonable the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via a Statement of Educational Needs statement, or by provision paid for outside the school’s resources
- Health and Safety requirements
- The interests of other pupils

3. Statement of Intent

St Augustine’s Priory is committed to resourcing, implementing, reviewing and revising the Accessibility Plan every three years. Regular disability Access Audits are undertaken as part of this process. Any future building developments or renovation projects will be compliant with the regulations and guidance for Accessibility Access.

Our purpose is

- to be sensitive to the needs of every child
- to reduce barriers to learning in every area of school life
- to ensure the curriculum is accessible to every student

- to keep equality of opportunity enshrined in our practice

4. What Constitutes a disability?

The Equality Act (2010) which defines disability as when a person has a

physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer (SEN CoP 2014).

5. Identifying the needs of pupils

All children with additional needs (as defined by the DDA) are recorded on the SEN register as detailed in the Policy for Pupils with SEND and EAL.

As part of the admissions process, staff will meet with parents to discuss whether or not a prospective pupil will be able to access the curriculum and what reasonable adjustments can be made to facilitate this. In determining this, the school may advise additional assessments for further clarification. If after consultation the school decides that it would not be able to discharge its legal and moral responsibilities to educate the prospective pupil and/or contractual duties to the parent(s), St Augustine's Priory will be unable to offer a place.

6. School Development Planning Priorities relevant to the DDA

Increasing the extent to which disabled pupils participate in the school Curriculum:

- short, medium and long term planning (more than 12 months) to meet the needs of every child
- continued collaboration with external agencies
- raised whole school awareness
- support and commitment of all staff
- peer support
- high expectations
- shared good practice
- full access to curriculum and extra-curricular activities
- progressive use of ICT

Improving the physical environment of the school where possible to increase the extent to which disabled pupils can take advantage of education and associated services.

Possible considerations may include

- installing ramps, lifts and improvements to doorways insuring suitable and sufficient access and egress
- improving lighting, signage, colour contrast, acoustics and floor coverings
- improving toilet, washing and changing facilities
- providing a wheelchair accessible minibus

Improving the delivery of the curriculum to disabled pupils.

Timetables, key word lists, support materials, writing frames, lesson notes, differentiated tasks or outcomes, special exam arrangements for instrumental, internal and external exams, LSAs, specialist support tuition.

At all times, St Augustine's Priory will take full account of:

- specific impairments
- pupil and parental views
- advice from teachers
- advice from other designated professionals

The school will maintain a three year Accessibility Plan to ensure that current and future planning requirements are addressed. The Plan will be reviewed on an annual basis.

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

7. Responsibility

In order that St Augustine's Priory is fully compliant with current legislation, all staff are made aware of the duties towards disabled children and the 'reasonable adjustments' needed for particular children.

8. Supporting Policies

Pupils with SEND and EAL

2a - Curriculum

10a - Antibullying

16a - Risk Assessment

School Development Plan

9. Previous Adaptations made to the school:

- Included access to cloakroom /toilet for the disabled in main school
- Installing electronic white boards in teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.
- Voice activated software and writing slopes provided for girls with visual impairments
- Staff within the school who are First Aiders are trained so that children with medical needs could gain access to the education, e.g. diabetes, epilepsy, gastrostomy support requirements – enabling a particular girl to go swimming for example
- Personal care plan for statemented girl
- TAs are also given specific information and training.
- Provision of a disabled parking bay in front of the school.

Member of Staff Responsible:	Headteacher
Last Reviewed:	September 2016
Next Review Date:	September 2017

ST AUGUSTINE'S PRIORY 3 YEAR PLAN 23 June 2015- August 2018

Making the curriculum accessible:

Targets	Action	Resources	Staff	Timescale	Success Criteria
To be an inclusive school, offering a broad and balanced curriculum to all pupils irrespective of attainment or impairment.	Continue to acquire specialist equipment as it is required	Cost of resources	SENCO/Bursar	On-going	School following advice of external agencies and no girl disadvantaged.
	Information for staff on disabilities.	To continue make available on Schoolbase information on specific needs	SENCO/Admissions	Ongoing	Children with specific needs continue to be fully included in all aspects of school life.
School Visits	Further training for staff	Risk Assessment Forms	Deputy Head	DH trains staff continually	All children included on school trips
To give pupils access to positive images of adults and children with disability	To audit the library resources and to order relevant books.	New library books on various disabilities - £1,000	SENCO	Ongoing	Pupils have a positive and inclusive attitude to people with disabilities.
	To include disability awareness at appropriate points in the curriculum	Department schemes of work.	Head of PSHE	Ongoing monitoring and review of provision	Girls learn age specific information about wider issues of disability awareness

Making the physical environment accessible:					
Targets	Action	Resources	S	Timescale	Success Criteria
Some areas of the school not yet accessible because no lift	Ensure timetable covers suitable provision	None	Timetabler	As need arises or through planned entry of girl with specific needs	Girls enabled to fully access to curriculum
To improve access to designated areas over time.	To continue to physically audit the school.	Group of adults/child able-bodied and disabled	Bursar	Annual audit and Capital Development Project	Pupils are able to physically access the school without experiencing barriers.
Continue to phase in wheel chair ramps	Ramps fitted appropriately	Cost of ramps	Bursar	Ongoing	All parents/carers/ visitors can access school facilities
To sustain duty of care towards staff	Provide manual handling training to estates staff as required. Ensure actions from OT reports	Cost of training as required	Bursar	As required –when training schedule determines	All staff cared for appropriately
Signage for wheelchair users	Areas of the school to be clearly labelled, including fire exits.	Signage for refuge areas	Bursar	Complete	Successful evacuation after fire practices and fire incidents
Facilitate easy access to stored materials	As classrooms are refitted or decorated consideration given to proper provision for girls who may be in wheelchairs	Cost of furnishings	Bursar	Ongoing as part of scheduled refurbishment	Wheelchair users empowered.
Accessible Toilet Provision	Accessible toilets are available but to be reviewed and included as part of any new builds.	None at present	Bursar	Reviewed as part of planning for new intake.	All girls have access to toilets if in wheelchair. Age of girl not to disadvantage or make them feel unusual.
Visually impaired assistance	To follow guidance offered through support provided to colleagues registered disabled	Various bodies offering advice	Bursar/Line Managers	Part of schedule of annual refurbishments / provision of equipment	All community included and enabled.
Easier access to main corridor through convent entrance	Ramps at front door and chair lift for 4 steps in corridor	£10,000	Bursar/Estates Manager	Refreshed access to School from November 2016	Access to main corridor for al.

Making information accessible:					
Targets	Action	Resources	Staff	Timescale	Success Criteria
Continue to acquire specialist Software and equipment	To enact recommendations of specialists or outside agencies	Cost of equipment	SENCO/ICT Manager	Ongoing	All girls and staff have access to information
To plan strategies for making information for pupils and parents available in different formats	To consider alternative ways of presenting e.g. worksheets and the School Prospectus.	Use of Parent Portal/School Web Site	ICT Manager/Head of Marketing and Admissions	Ongoing	Information for pupils and parents is made accessible in different formats when necessary or when requested.
Provide for visually impaired pupils	Provision of suitable equipment	Slanted desk-tops and other items	SENCO	Ongoing	All equipment in place
Access to tests/exams for all pupils	Arrange for suitable support to take account of specific needs	Staff, computers, audio equipment	Exams group	Monitored and reviewed in advance of each exam session	All needs and regulations met