



17b – Three-Year Accessibility Plan

For compliance with Schedule 10 of the Equality Act 2010 2020 – 2023

1. 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:

- Schedule 10 of the Equality Act 2010
- Department of Education (DfE) guidance for school on the Equality Act 2010
- The SEND Code of Practice (CoP) 0-25 years 2015
- ISI regulations and DfE guidance 2020

2. 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.

Our RADIO theme (RADIO - R – Respect - A - Active listening - D - Dialogue not debate - I - Where am I in this? - O - Oops/Ouch) is the toolkit we expect all members of our community to use

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
- Mr Ben Cassidy, Governor, has oversight of this group and its work

3. Introduction

Under the Special educational needs and disability code of practice : 0 to 25 years (2015), 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 Equalities Act 2010:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

4. What defines ‘reasonable adjustments’?

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

RADIO - R – Respect - A - Active listening - D - Dialogue not debate - I - Where am I in this? - O - Oops/Ouch

- 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 an Education and Health Care Plan (EHCP), or by provision paid for outside the school's resources
- Health and Safety requirements
- The interests of other pupils

5. 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.

6. What constitutes a disability?

The Equality Act (2010) 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 (SEND CoP 2015).

7. Identifying the needs of pupils

All children with additional needs (as defined by the current Equalities Act 2010) are recorded on the SEND 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.

8. School Development Planning priorities relevant to the Equalities Act 2010

- a) Increasing the extent to which disabled pupils can participate in the school curriculum:**

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- 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

b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.

Possible considerations may include:

- installing ramps, handrails, 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 accessible transport when required

c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled:

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 act within a reasonable time frame and take full account of:

- specific impairments
- preferences expressed by disabled pupils or their parents 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.

9. Access to this plan

This plan is available on the school's website www.sapriory.com.

10. 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.

11. Supporting policies

2a – Curriculum

3b - Pupils with SEND and EAL

10a - Anti-bullying

16a - Risk Assessment

Crutches procedure for pupils

Crutches procedure for staff

Personal Emergency Evacuation Form

School Development Plan

12. Previous adaptations made to the school:

- New lift installed to give step-free access to the Hall
- New surface on path to the Astro turf.
- Handrails installed on stairs to Fox Hollow and Hall
- Included access to cloakroom /toilet for the disabled in main school
- Disabled toilets installed in main building, science block and clockhouse
- 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 are able to gain access to education as far as reasonably practicable , e.g. diabetes, epilepsy, gastrostomy support requirements – enabling a particular girl to go swimming for example
- Personal care plans for pupils with medical needs
- TAs are also given specific information and training
- Mental Health Counsellor
- Provision of disabled parking bays in front of the school
- Providing disabled access to temporary classrooms

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| Member of Staff Responsible | Bursar |
| Three Year Period | October 2020 – October 2023 |
| Next Review Date | June 2022 |

ST AUGUSTINE'S PRIORY 3 YEAR PLAN 2020 - 2023

| 1. Increasing the extent to which disabled pupils can participate in the school's curriculum | | | | | |
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| Targets | Action | Resources | Staff | Timescale | Success Criteria |
| 1.1 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 – see SENCO budget | SENCO/Bursar | Ongoing because resources depend on emerging needs | School following advice of external agencies and no girl disadvantaged. |
| 1.2 To actively promote best practice in teaching children with additional needs | Information for staff on disabilities | To continue make available on Staffshare information on specific needs and to train staff accordingly | SENCO/Admissions | Termly | Children with specific needs continue to be fully included in all aspects of school life |
| 1.3 School Visits – accessibility to be enabled to all girls | Further training for staff | Time for training of staff; school to ensure funding for trips allows extra staff if required | Deputy Head/EVC/School Nurse | DH trains staff continually | All children included on school trips |
| 1.4 To give pupils access to positive images of adults and children with disability | To audit the library resources and to order relevant books. Provide relevant displays around disabilities. | New library books on various disabilities - £250 | SENCO | Annual audit of Library and Termly Learning | Pupils have a positive and inclusive attitude to people with disabilities |
| 1.5 To increase awareness of disability | To include disability awareness at appropriate points in the curriculum | Department schemes of work | Head of PSHE/PSHE Leader in Juniors | Annual monitoring and review of provision | Girls learn age specific information about wider issues of disability awareness |

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| | To promote awareness of disabilities, for example through Dyslexia / Neuro-diversity awareness weeks | | SENCO / Learning Support staff | Annual | Greater understanding of relevant disabilities |
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2. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school

| Targets | Action | Resources | Staff | Timescale | Success Criteria |
|--|---|--|--------|---|--|
| 2.1 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 – timescale depends on next stage of master plan | Pupils are able to physically access the school without experiencing barriers Improved access since 2017 following Phase I development – including new lift to hall |
| 2.2 Continue to phase in wheelchair ramps | Ramps fitted appropriately | Cost of ramps | Bursar | Ongoing | All parents/carers/visitors can access school facilities |
| 2.3 To sustain duty of care towards staff | Provide manual handling training to estates staff as required | Cost of training as required | Bursar | As required –when training schedule determines | All staff cared for appropriately |
| 2.4 Facilitate easy access to stored materials | As classrooms are refitted or decorated consideration given to proper provision for | Cost of furnishings | Bursar | Ongoing as part of scheduled refurbishment | Wheelchair users empowered |

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| | girls who may be in wheelchairs | | | | |
| 2.5 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 |
| 2.6 Visual/hearing 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 | All community included and enabled |

| 3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled | | | | | |
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| Targets | Action | Resources | Staff | Timescale | Success Criteria |
| 3.1 Continue to acquire specialist software and equipment | To enact recommendations of specialists or outside agencies | Cost of equipment/software (Docs Plus software £3,600) | SENCO/ICT Manager | Ongoing | All girls and staff have access to software |
| 3.2 To make 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 website | ICT Manager/Head of Marketing and Admissions | Ongoing | Information for pupils and parents is made accessible in different formats when necessary or when requested |
| 3.3 Provide for visual/hearing impaired pupils | Provision of suitable equipment and enlarge resources | Slanted desk-tops and other items | SENCO | Ongoing | All equipment in place as needed |
| 3.4 Access to tests/exams for all | Arrange for suitable support to take | Staff, computers, audio equipment. Docs | Exams group | Monitored and reviewed in advance of | All needs and regulations met. Pupils |

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| pupils | account of specific needs | Plus software | | each exam session | given greater independence through use of software |
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