



## 17b – Three-Year Accessibility Plan For compliance with Schedule 10 of the Equality Act 2010 2024 – 2026

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### 1. Mission Statement

#### Our girls will change the world

- We are a Catholic community inspired by the vision of our founders and passionate about shaping a better future.
- We empower pupils with outstanding results, a love of learning and an alternative way of thinking.
- Augustinians are ethical leaders sowing joy, truth and courage.
- In this school freedom and generosity of spirit flourish. We seek a sustainable and prosperous future for all the world's communities.
- We cherish love for our neighbour, welcoming different faiths and cultures. Learning through dialogue we have hearts open to the whole world.

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 2023 and DfE guidance

### 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 age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These characteristics are recognised and legally protected; the use of the term protected characteristics will be used henceforth in this policy. 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. To that end we embrace the RADIO toolkit to equip all members of our community with the skills to participate in building a respectful culture.

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

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

The planning group consists of:

- Mrs Christine Macallister – Headteacher
- Mr James Philpott – 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:

- 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

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- 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:

- short, medium and long term planning (more than 12 months) to meet the needs of every child
- continued collaboration with external agencies and parents
- 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](http://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. Recent adaptations made to the school:

- Introduction of Provision Map to share SEND information to all relevant parties
- Additional staff member to support diabetic pupil on New York trip
- Full-time Mental Health Lead/Counsellor appointed
- Sensory Room opened
- New paths in and around the Rose Garden
- Step free access to Rosewood temporary classrooms
- COVID adaptations made to the school
- Altered design of the allotment beds in the Farm to facilitate access

Previous adaptations made to the school:

- New lift installed to give step-free access to the Hall
- New surface on path to the Astroturf.
- Handrails installed on stairs to Fox Hollow and Hall
- Included access to cloakroom /toilet for the disabled in main school
- Disabled toilets installed in science block and clock house
- Reader Software for GCSE/A Level exams
- Voice activated software and writing slopes provided
- Staff 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
- Part-time Mental Health Counsellor 2 days per week
- Provision of disabled parking bays in front of the school

- Providing disabled access to temporary classrooms

Member of Staff Responsible	Bursar
Three Year Period	January 2024 – December 2026
Next Review Date	Summer 2024

ST AUGUSTINE'S PRIORY 3 YEAR PLAN 2024 - 2026

<b>1. Increasing the extent to which disabled pupils can participate in the school's curriculum</b>					
<b>Targets</b>	<b>Action</b>	<b>Resources</b>	<b>Staff</b>	<b>Timescale</b>	<b>Success Criteria</b>
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 Provision Map 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	SENDCO	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 PSHEE/PSHE Lead in PPP	Annual monitoring and review of provision	Girls learn age specific information about wider issues of disability awareness

	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.  Find ways to make the school Farm more accessible to those with impaired mobility.	Group of adults/child able- bodied and disabled	Bursar	Annual audit and Estate masterplan being reviewed through 2024.	Pupils are able to physically access the school without experiencing barriers
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 maintenance.	Wheelchair users empowered



	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 development	None at present	Bursar	Continually reviewed. Alternative provision to be included in updated Masterplan.	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

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. day to day information, worksheets and the school prospectus.	Use of parent portal / school website / other in-school media	ICT Manager/ SLT	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

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