ACCESSIBILITY PLAN
ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL B21 8ED

Dates: From February 2022 to February 2025   (3years – to be reviewed annually)

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	**Lead**	**Resources**		
⊕ extend access, progress and participation for children with communication and interaction needs	⊕ C/E/I	⊕ review group and 1:1 support structures ⊕ audit sensory triggers throughout the school both indoor and outdoor ⊕ support highlighted pupils by allocating specified time for AET trained members of staff to monitor and advise ⊕ maintain support from CAT for ASD diagnosed pupil(s) ⊕ continue EP and PSS involvement as needed ⊕ use BECO and Learning Mentors to support individuals according to need ⊕ extend to use of Makaton to support Down Syndrome pupil(s) ⊕ access support from SSOS as possible	⊕ SENDCO & identified team ⊕ 1:1 support staff for identified pupil(s)	⊕ timetabled sessions for AET trained members of staff ⊕ Learning Walk for audit ⊕ budget for appropriate lighting, soft play materials, puppetry, IT support ⊕ source appropriate materials for high-needs individuals ⊕ whole staff CPD to review needs and expectations ⊕ enact environmental changes to enable specific areas to be used for sensory support	⊕ pupil progress data ⊕ classroom observations ⊕ pupil/parent feedback ⊕ feedback from challenge partner ⊕ reports from EP/PSS/CAT ⊕ pupil confidence and participation enhanced ⊕ all members of staff showing enhanced understanding and skill ⊕ pupils reflecting benefit of specific sensory area provision	⊕ 02/22 – 02/23 and ongoing

Access to Education

⬧ enable access, progress and participation for all pupils, regardless of particular needs	⬧ C/E/I	⬧ thoroughly research venues for all off-site visits, including residential opportunities ⬧ complete risk assessments	⬧ SEND Team	⬧ pre-visit checks ⬧ appropriate transport & accommodation	⬧ participation ⬧ pupil/parent feedback ⬧ pupil enjoyment ⬧ staff confidence enhanced	⬧ 02/22 – 02/23 and ongoing
⬧ improve access, progress and participation for children with cognition and learning needs	⬧ C/E/I	⬧ all members of staff to re-visit skills needed for use of ITPs and continuums ⬧ continue targeted use of continuum documents to track and identify progress ⬧ develop PDR and detailed parental contact records	⬧ SEND Team	⬧ budget for PSS and EP services ⬧ access additional hours as needed	⬧ pupil progress data ⬧ enhanced staff confidence in both teachers and TAs	⬧ 02/22 – 02/22 and ongoing
⬧ improve access, progress and participation for children with social, emotional and mental health needs	⬧ C/E/I	⬧ enhance level of BECO and LM support ⬧ extend involvement of mental health services as needed ⬧ provide CPD for Mental Health Leader	⬧ SENDCO ⬧ Learning Mentors	⬧ appropriate contacts	⬧ enhanced pupil presentation and co-operation	⬧ 02/22 – 02/22 and ongoing
⬧ monitor and upgrade facilities to support needs of all groups	⬧ E/I	⬧ audit facilities for all types of disability ⬧ ensure annual service of relevant mechanisms ⬧ review and update website information ⬧ enact environmental changes to enable specific areas to be used for sensory support	⬧ SEND Team ⬧ caretaker ⬧ GB	⬧ budget as required ⬧ access to LC VAP funding as appropriate	⬧ all areas fully accessible with the limits of the building	⬧ 02/22 – 02/22 and ongoing

ensure safety of all stakeholders within the school site	E/I	audit and review safety and security measures	HT/DHT	budget as required	safety and security of whole site enhanced	02/22 – 02/22 and ongoing
		upgrade visual indicators on door handles	caretaker	access to LC VAP funding as appropriate		
		upgrade security of all gateways and entrances				
		service locks and keypads as required, purchasing replacements as needed				
		install IT-based signing-in system for adults				
		install additional hasp locks to enable pupil safety within the building				

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- **Children and Families Act 2014**
- **Equality Act 2010**
- **Equality Act 2010 – Advice for schools**