



St James CE Primary School Accessibility Plan

Approved by: S. Smith (Head Teacher) and the Governing Body

Date: June 2024

Last reviewed on: 23rd June 2024

Next review due by: June 2027

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010.

We have included a range of stakeholders in the development of this accessibility plan, including staff, governors of the school, site team, pupils and outside agencies such as Pupil and School Support (PSS) and the Physical Disability Support Service (PDSS).

Definition of Disability

According to the Equality Act 2010, a person has a disability if: a) He or she has a physical or mental impairment. b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Aims

At St James CE Primary School children are at the heart of everything that we do, and this is done through our core value of LOVE. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The purpose of this plan is to show how St James CE Primary School intends to:

- Increase the extent to which pupils with a disability can participate in the curriculum, this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the availability of accessible information to pupils (staff, parents and visitors) with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats.

At St James:

- Our values reflect our commitment to a school where there are high expectations of everyone.
- Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.
- Everyone in our school is important and included.
- We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.



- We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success.
- We recognise learning in all its forms and are committed to nurturing lifelong learners.
- We are a safe school, committed to improving children's confidence and self-esteem.
- We know that safe and happy children achieve.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. The views of the parents of a pupil with a disability will always be sought and considered.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. This will be reviewed annually.

The plan will be made available online on the school website, and paper copies are available upon request.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Other Documentation

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Special Educational Needs Policy
- School's SEN Information Report
- Child Protection Policy/ Safeguarding Policy
- Medical needs & conditions Policy
- Educational Visits Policy
- Equality Objectives and/ Single Equality Policy
- Health and Safety Policy

Monitoring and Review

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Head Teacher and/ or Governing Body.

Completed by: P. Nandra (SEND lead) on 23Rd June 2024



School Accessibility Plan 2024- 2027

Equality and inclusion

Aim/ key issue	Strategies	When and Who	What success will look like/ outcome.
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Annually HT/ GB	Adherence to legislation.
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	On-going HT/ GB	Whole school community aware of issues.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	On-going	Policies reflect current legislation.
To ensure child with/ recovering from a medical condition has minimal risk of contracting infections.	Parents to be reminded of need to inform school about infections that might cause problems and procedures to follow. Agreed Medical care plan.	When necessary	Child continues to make good recovery, is safe and in good health.

Accessibility – Physical environment

Aim/ key issue	Strategies	When and who	What success will look like/ outcome.
External environment Ensure all aspects of the external school grounds are fully accessible to all children and adults and continue to improve access to the school's physical environment for all	Audit the school site with external agencies. <ul style="list-style-type: none"> Ensure all outside steps are clearly demarcated with yellow high visibility lines. Ensure all hand rails along stair ways are child height. Ensure (unobstructed) access for wheelchair users using paved pathways and ramps. All aspects of the school ground are fully accessible, this includes the playgrounds, 'quiet area' and allotment are accessible by paved pathways, ramps and raised flower beds for wheelchair users 	On-going Site Team HT SENDCO	Modifications will be made to the school building to improve access.



<p>External environment Accessible car parking</p>	<ul style="list-style-type: none"> Disabled members of staff and visitors have a place to park in the staff car park near the school building entrance/ playground gates into the school. Clear access for assisted travel transportation (Travel assist mini bus/ taxi) 	<p>On- going Site Team HT</p>	<p>There is a place for disabled members of staff and visitors to park throughout the school day. There is a safe space for children to be dropped off/ collected.</p>
<p>Internal Environment To ensure that, where possible, the school building is accessible for all children and adults and continue to improve access to the school's physical environment for all.</p>	<p>Audit of accessibility of school building.</p> <ul style="list-style-type: none"> Ensure all internal stairs are clearly demarcated with yellow high visibility lines. Install a second rail that is child height along stairways. Ensure lift is in working order and children have access to it when required. 	<p>On-going As the budget allows. Site Team HT Business manager</p>	<p>Modifications will be made to the school building to improve access. Lift is serviced regularly to ensure that it is in working order so that children with mobility/ physical/ medical needs can access.</p>
<p>Consideration of evacuation procedures</p>	<ul style="list-style-type: none"> Install emergency evacuation equipment on both internal stairwells. Ensure adequate training of staff for using the emergency evacuation equipment (Evac Chairs) Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (staff aware of their responsibilities). Children to have PEEP's if needed. Ensure fire exits are clearly marked and unobstructed. 	<p>Annually SENDCO JP- DHT</p>	<p>Evacuation procedures are reviewed termly. Ensure 'Evac Chairs' are accessible, stored safely, maintained and serviced annually. PEEP plans reviewed annually to ensure safety of the child.</p>
<p>Internal Environment Make available adjustable furniture (desks / tables / chairs / desk top equipment) for children and adults as required.</p>	<ul style="list-style-type: none"> Cost, purchase and make available adjustable furniture to meet pupil / adults needs as required. Lower a workspace/ bench in computing suite to allow access to children of differing heights/ mobility needs. Provide either height adjustable chairs in the Computing suite and chairs of a fixed height against the lowered bench for children with mobility needs. Ensure children have access to furniture that promotes the correct posture. 	<p>As and when required. SENDCO School business manager</p>	



<p>Internal Environment Develop all pupil toilet facilities to ensure full accessibility.</p>	<ul style="list-style-type: none"> • Ensure all toilet seats are secure. • Install hand rails to either side of one cubicle to promote independence (getting on and off the toilet). Child height. • Install levered/ sensor tap heads to at least one basin. • Soap dispensers are at a reachable height. (provide step if required). 	<p>As and when required.</p> <p>SENDCO</p> <p>School business manager</p>	
<p>Internal Environment Raise awareness of all T & TAs to ensure that all classroom layouts are accessible to children with a range of learning / behavioural / physical needs.</p>	<ul style="list-style-type: none"> • layout of classrooms to ensure accessibility for children with a range of learning / behavioural / physical needs. <i>In response to individual needs. I.e consider position of LH/ RH, wheelchair access around the classroom.</i> 		

Accessibility –Curriculum

Aim/ key issue	Strategies	When and Who	What success will look like/ outcome.
<p>All school visits and trips need to be accessible to all pupils.</p> <p><i>Wherever possible logistical arrangements / adaptations made to enable the inclusion of all pupils with a range of special educational needs on all educational / residential visits.</i></p>	<ul style="list-style-type: none"> • Risk assessments to ensure that all children including children with physical disabilities/ medical needs can access trips. • Ensure venues and means of transport are vetted for suitability • Ensure staff are fully briefed with regards to children with SEND/ medical needs • Review of PEEPS PLANS to consider trips/ residential (as required)- Personal Evacuation plans for vulnerable pupils/ adults in case of evacuation. 	<p>On-going/ as appropriate</p> <p>DHT- JP Class teachers</p>	<p>All pupils are able to access all school trips and take part in a range of activities.</p> <p>All pupils feel included and part of the school community.</p>
<p>Review PE curriculum to ensure PE is accessible to all pupils</p>	<ul style="list-style-type: none"> • Review PE curriculum to include disability sports. • Ensure equipment is safe and accessible to all. 	<p>Annually</p> <p>CN- PE lead BM- AHT/ curriculum lead</p>	<p>All pupils have access to PE and are able to excel, for example via support from an adult</p>
<p>Ensure disabled children can take part equally in whole school events, lunchtime and after school activities/ clubs.</p>	<ul style="list-style-type: none"> • Ensure whole school events can be adapted to include all children. • Paved pathways and ramps in the playground for wheelchair access/ physical needs. 	<p>On going As required.</p>	<p>All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.</p>



	<ul style="list-style-type: none"> Discuss needs of pupils with staff who run clubs within/ before/ after school. Support would need to be available – especially after school Ensure there is a way of getting children with mobility issues/ wheelchairs to where sports clubs usually take place. 		Disabled children feel able to participate equally in out of school activities
To continue to train staff to enable them to meet the needs of children with a range of SEND.	<ul style="list-style-type: none"> SENDCO to review the needs of children and provide training for staff as needed. Audit of T and TA CPD needs. CPD programme in place and implemented (inc. ASD L1 refresher training every 2 years/ HQT/ emotion coaching/ Scaffolding learning/ class room mediation/ precision teaching etc..) Sharing of good practice and learning opportunities Evaluation of the impact of the CPD and identification of further staff training needs. 	on going/ termly SENDCO	Staff are able to enable all children to access the curriculum. Pupils participation in lessons in improved and ensured.
The training needs of all staff, relating to inclusion (medical needs), to be audited annually / as required.	<ul style="list-style-type: none"> Medical needs training for all staff-epilepsy/ diabetes/ allergy/ asthma. Specific training (i.e gastroscopy tube/ administration of insulin) for the staff working directly with the child. 	Annually Medical needs Lead	Pupils feel safe, included and cared for as appropriate.
Access to learning/ in class provision to allow for independence / increased participation. To provide specialist equipment to promote participation in learning by all pupils.	<ul style="list-style-type: none"> Guidance provided for staff on curriculum and resource access; for example, dyslexia friendly classroom, autistic spectrum disorder and visual and hearing impairments. The use of ICT to enable access to the curriculum (reading pens) Liaise with external professions e.g. SALT/OT to incorporate strategies and support with children who require specific equipment and adaptations. Assess the needs of the children in each class and provide equipment as needed to ensure access. eg. special pencil grips, headphones, writing slopes etc.(Literacy Toolbox) 	Termly <i>to Incl. monitoring (book reviews / Learning walks)</i> SENDCO Teachers Support Staff SLT	All pupils have equal access to a broad and balanced curriculum Pupils are supported to develop as independent and confident learners.
Access to adapted learning environments / opportunities	<ul style="list-style-type: none"> Sensory room- children access the sensory room to support with self-regulation. Sensory circuits to be used A personalised curriculum is devised and implemented, in conjunction with external agencies, where needed. Access to the Den- a low arousal environment and safe space to allow for increased focus and delivery of specific provision. 	On- going SENDCO SEND support staff Pastoral Team	Pupils feel supported to access and engage in their learning.



To meet the needs of individuals during statutory end of KS2 tests.	Consider SAT's accessibility arrangements. Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	As appropriate RM- AHT JH- DHT	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.
Alternative forms of communication are available- Makaton/ PECS to ensure access to learning and allow for communication of needs.	<ul style="list-style-type: none"> Use of Makaton to support communication with the high needs non-verbal, pre-verbal and communication needs pupils. Use of visual communication systems (pictures) to support communication. 	On- going SENDCO All Staff	All pupils will be able to communicate needs
The SENDCO to establish and regularly consult with a SEND "pupil voice" group in order to enable SEND pupils to have a say and be fully involved in school life.	<ul style="list-style-type: none"> Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed. Pupil views <i>accessed through Target Reviews and Parent Partnership Meetings</i> "You said – We did" 	Bi-annually/ termly SENDCO	Children voice is heard and acted upon.

Accessibility – Accessing information

Aim/ key issue	Strategies	When and Who	What success will look like/ outcome.
To ensure that all pupils, parents and other members of the school community can access information.	<p>Written information will be provided in alternative formats as necessary</p> <ul style="list-style-type: none"> Information is presented in clear print. (<i>incl dyslexia friendly fonts</i>) Information is provided in electronic format and paper format, for those who request it. 	As needed School Admin team SENDCO	Written information will be provided in alternative formats as necessary.
Parents and Pupils with a visual or hearing impairment	<ul style="list-style-type: none"> Information provided in large print, <i>where needed</i> Information provided in Braille, <i>where needed</i> Induction loops used, <i>where needed</i> Pictorial and symbolic representations used, <i>where needed</i> Access to interpreters 	As needed School Admin team SENDCO	Written information will be provided in alternative formats as necessary.
Parents and Pupils with English as an Additional Language	<ul style="list-style-type: none"> Access to translators and interpreters Resources are translated into home language, where needed Dual language resources provided, where needed. 	As needed School Admin team SENDCO	Written information will be provided in alternative formats as necessary.