



St. James CE Primary School

Accessibility Plan

Last reviewed May 2023

Document Control			
Review Period	24 Months	Next Review	May 2025
Owner	Headteacher	Approver	LGB
Category	Public (show on website)	Type	Local to school
<i>Based on Trust template September 2020</i>			

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to :

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Our Christian ethos of 'For the good of all' 1 Corinthians 12 and our values of community, courage and kindness support everyone in school to achieve this aim.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan supported by the Vale Academy Trust.

Our Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in school.

2. 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
A. Access to Curriculum: Increase access to the curriculum for pupils with Special Educational Needs & Disabilities	Our school offers a carefully designed, broad and balanced curriculum that takes into account the different needs of all pupils. We ensure early identification of children with learning difficulties/additional needs in order to develop a more proactive approach to provision We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with SEND Curriculum progress is tracked for all pupils, including those with SEND. Targets are set effectively and are appropriate for pupils with additional needs.	Short term: - The curriculum takes into account the needs & representation of all pupils. Medium term: - All teachers trained in the latest pedagogical approaches to teaching children with SEND.	-Regular review of the curriculum and update as required. -subject coordinators to identify inclusion within their subject area. -SLT to work with other VAT schools to develop pedagogical approaches that support the learning of all pupils. -SENDco to ensure all SEND children have live appropriate targets to move their learning forward. -SENDco to work with other trust schools to develop robust progress tracking system for	Curriculum lead SLT - SENDco	Sept 2023 Dec 2023	

	<p>Pedagogical approaches are reviewed regularly and a research based approach is used to inform current practice.</p> <p>Pastoral/nurture support from teachers, support staff and the leadership team supports all pupils to access the learning.</p>	<p>Long term:</p> <p>All pupils are having their needs met and are able to access a curriculum that moves their learning forward.</p>	<p>pupils with identified SEND needs.</p>	<p>Headteacher</p>	<p>Sept 2024</p>	
<p>B. Physical Environment:</p> <p>1.Improve and maintain access to the physical environment</p> <p>2. To continue to raise staff awareness of a range of barriers to learning for pupils with sensory impairment as and</p>	<p>At school the environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridors (free of clutter) • Wide doorways • All ground floor. Mainly level floor (wide steps or lift where change of level) • Disabled parking bay • Disabled toilets • Library shelves at wheelchair-accessible height • Fire evacuation procedures are reviewed • Teachers with chn with disabilities inform the Inclusion Lead if any issues of access or mobility arise. • 1:1 support in place where needed <ul style="list-style-type: none"> • Teachers/parents raise concerns with SENCo to identify children with physical difficulties. • Teachers review chn's seating positions based on advice from professionals/ needs within the classroom or in in respect of changes to noise in classrooms, 	<p>Children and adults are able to access all areas of the school.</p> <p>Personal Evacuation Plans, Medical Plans to be reviewed regularly.</p>	<p>Ensure disabled parking bays are kept for this purpose.</p> <p>Annual full Health and safety audits carried out.</p> <p>Health and Safety reporting is part of termly leadership report to LGB</p> <p>Specific children and adults to have Personal Evacuation Plans.</p> <p>Regular training from staff on use of equipment /training</p> <p>3x SEND review meetings per year with parents.</p>	<p>Headteacher</p> <p>Teachers & SLT</p>	<p>ongoing</p>	<p>No barriers to access in place.</p> <p>Personal plans are updated annually and if circumstances change</p> <p>SEND staff meetings are in place SEND parent meetings occur for all children on the register.</p>

<p>when appropriate specific to individual children, including classroom layout, décor, poor acoustics, classroom management strategies, levels of lighting, etc.</p> <p>3. Children with disabilities have appropriate equipment to access their learning</p>	<p>e.g. open window etc...</p> <p>3. Children with disabilities have appropriate equipment to access their learning</p>		<p>Regular reviews for children needing access arrangements.</p> <p>SENCO to contact outside agencies for support for specific needs</p>	<p>SENCo</p>		<p>SENCo visits every classroom at least termly.</p> <p>All relevant agencies are contacted as required. All relevant equipment/resources is in place/purchased as required.</p>
<p>C. Access to information</p> <p>1. Children</p> <p>Improve the delivery of information to pupils with a disability</p> <p>2. Parents</p> <p>Improve the delivery of information to parents</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <ul style="list-style-type: none"> • All staff are kind and approachable, so that parents feel they have a good relationship with school • Parents can ask for paper copies of information/letters • Class Dojo is used to inform parents of events and news 	<p>To enable all children access to resources.</p> <p>To enable all parents to be able to access school information. Including those who have:</p> <ul style="list-style-type: none"> - IT difficulties - physical disability 	<p>Children to have their own learning needs met as part of their EHCP's or SEN Pupil Profiles.</p> <p>Outside agencies to recommend resources etc. Sign language and pictorial symbols used to support specific learners.</p> <p>Identify where access to IT is an issue.</p> <p>Meetings with identified parents to discuss concerns/problems they have with accessing information.</p>	<p>SENCo</p> <p>Headteacher & Office staff</p>	<p>ongoing</p>	<p>The school and resources are accessible to everyone. Teaching and environment is adapted to meet individual needs.</p> <p>Information is accessible by all parents/carers.</p>

	<p>and this has a translation function</p> <ul style="list-style-type: none"> • Policies are accessible on the school website 	<p>To ensure parents of children with SEND have access to relevant information about where to access help and support, both from school and from external agencies</p>	<p>Establish a school system for recording if a parent has a disability or difficulty accessing information.</p> <p>Office to keep note of parents preferred method of communication</p> <p>Provide alternative methods of communication when required</p>			
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of levels	The school is single storey There is changes in levels in the older part of the school into the hall and through the corridor. There are alternative routes to access all areas.	Regular maintenance and Health and safety checks are carried out.	Headteacher	ongoing
Corridor access	Corridors are wide enough to allow for wheelchair access.	Ensure corridors are kept clear and clutter free at all times	Headteacher	ongoing
Parking bays	Disable parking space is available near the entrance to the school building.	Ensure space only used by those with a need.	Headteacher	ongoing
Ramps	There is one ramp in school used to access the Harbour room. The ramp is wide enough and has safety rails for safe access	Ensure ramps are maintained and surfaces and handrails are safe.	Headteacher	ongoing
Toilets	A disabled toilet is available in the younger children's block.	The area is also used for storage so ensure that access for wheelchairs is maintained.	Headteacher	ongoing

Reception area	The area provides enough space for wheelchair access.	The area is to be kept clear and clutter free.	Headteacher	ongoing
Emergency escape routes	Fire exits in every classroom and the hall, clearly labeled to allow easy exit in an emergency.	Children to be supported by staff members to leave the school safely. A minimum of 2 fire drills in a year.	Headteacher	ongoing