

CAMBRIAN

Nurturing Growth - Inspiring Minds



Accessibility Plan

St James CE Primary School



This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

Document Control			
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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 school's vision and values are driven by inclusion:

'For the good of all!' 1 Corinthians 12

Our values:

Community - *A sense of belonging & collaboration. 'one body, even though it is made up of different parts' 1 Corinthians 12:12*

Courage - *High expectations and aspirations to achieve our goals. Resilience to learn from our mistakes. 'love never gives up; and its faith, hope, and patience never fail' 1 Corinthians 13:7*

Kindness - *Supporting each other and showing all empathy. 'those parts that we think aren't worth very much are the ones we must treat with the greatest care' 1 Corinthians 12:23*

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.

Including: The Cambrian Learning Trust & Oxfordshire County Council

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

3. Action Plan

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

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 be completed	Success criteria
Increase access to the curriculum for pupils with a disability	• A carefully designed, broad & balanced curriculum is implemented that takes into account the needs of all pupils. • There are clear pedagogical approaches implemented that support the needs of all pupils accessing the curriculum • Early identification of children with learning difficulties • Resources tailored to the needs of pupils so that they can access the curriculum • Targets are set for pupil & reviewed termly with parents (Individual Support Plans)	Short term: -Staff are using our pedagogical approach to support children to access the curriculum Medium term: -Teachers & LSAs are clear about the needs of the children in their class & are able to support them to access the curriculum Long term: -All pupils are having their needs met and are accessing the curriculum and making progress.	-Learning walks happen termly to assess provision -SENDCo supporting staff with CPD & ISPs -Evaluate My School tool being used by SLT -Pupil voice being captured -Curriculum progress tracked for all pupils in all subjects, working with Trust. -SENDCo to ensure all SEND children have live appropriate target to move their learning forward. -Trust Inclusion reviews	SLT - SENDCo	Feb 2027	-Tracking system in place & being used -Targets in place and supporting pupil's progress

Improve and maintain access to the physical environment	•Environment is adapted the needs of the pupils as required. This includes: -clutter free corridors -wide doorways -All one floor, mainly level -disabled parking bay – Office ensure this is available -disabled toilets -Low Library shelves -Fire Evacuation procedures reviewed -Teachers ensure SENDCo is aware of any issues of access or mobility -PEEP in place for specific pupils -CPD for staff as required for individual pupil needs -Annual Health & Safety audits completed	Children are able to access all areas of the school.	-Specific premises issues are being addressed these include: -Hall access -Nursery building -Fire doors -Caretaker role -Personal Evaluation Plans, Medical Plans to be reviewed at the beginning of each year, or as a new child enrolls. -Ongoing annual full health & safety audits carried out -Every system to be used for recording near misses & incidents and forms part of the Health & Safety reporting. (Termly) -investigate expansion of carpark, including additional disabled parking bay.	SLT – Headteacher/ SENDCo	Feb 2027	-PEEPs & Medical Plans are up to date and being confidently implemented. -Audits show reductions in actions required annually -Staff confidently recording on Every system -Termly H&S reports from SLT to LGC
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage – pictorial for accessibility • Large-print resources – as required • Pictorial or symbolic representations used as required (widget – for consistent images through school)	Work displayed on smart boards is accessible to all pupils, for example children with dyslexia. Children able to read their own writing	- Presentations in classrooms to avoid block text on white backgrounds - Books with buff paper for pupils with dyslexia - Audit and adjust material in classes to improve sound quality	SENDCo/SLT	Feb 2026	-Fully accessible environment for all children

	• Specific SEND training for staff as need arises – including: -Dyslexia training -School for the Deaf training -Training on using widget as a communication tool • Drapes installed in the hall to improve acoustics		for pupils with hearing loss. - Continue to improve Hall acoustics to support children with communication needs.			
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4. Monitoring arrangements

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Committee and uploaded to the school website