



St James CE Primary School Accessibility Plan

Last reviewed: March 2021

Document Control

Review Period	24 Months	Next Review	March 2023
Owner	Headteacher	Approver	LGB
Category	Public (show on website)	Type	Local to school

Based on Trust template September 2020

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.

At St James CE Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school vision and intent. St James School is a welcoming, warm, secure learning environment where our focus is the well-being of each member of our school family. Our core Christian values provide strong foundations on which we can all develop and flourish to have the confidence to be aspirational, independent, spirited and creative. We will treat all children equally and create an aspirational culture for all.

Our intent is shaped by our five core strands:

- Curiosity
- Achievement and Success
- Health and Wellbeing
- Wisdom, Knowledge and Skills
- Community

This 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.

St James CE School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs and Disability
 - Equal Opportunities
- St James Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- St James' Safeguarding policy and arrangements
- Health & Safety policy
 - Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Oxfordshire Inclusion Team, the Vale Academy Trust Inclusion Team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

3.2.3. The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Early Years Advisory Teacher
- Advisory Teacher for Visual Impairment
- The Occupational Therapy Team
- Speech and Language Therapists
- Educational Psychology Service
- CAMHS
- GPs and paediatricians
- School Nurse Team
- Counselling
- Communication and Interaction Team
- Other advisory services and charities

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff, governors and parents

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
Increase access to the curriculum for pupils with a disability	Continue to develop inclusive, quality first teaching	Support for teachers on differentiating and personalizing the curriculum for pupils with additional needs	Staff meeting time and staff training	All teaching staff	Continuous	<p>Increased access to the curriculum.</p> <p>Needs of all learners met within reasonable adjustments</p> <p>Lesson observation and data show that all children make progress within lessons</p> <p>Pupil profiles show the reasonable adjustments being made to support children</p>
Access to the physical environment	Improve the quality of provision for children with Social, Emotional and Mental Health needs	Increase number of tranquil spaces within school for pupils with additional needs	Funding for quiet area outside	SENCo	During Spring and summer term	All pupils who need access to a tranquil space of safe space due to emotional needs, have a designated space/s (described in student profile)

	<p>Ensure staff can safely nappy change older children.</p> <p>Ensure that this process is dignified for the child</p>	<p>Purchase or hire changing bed for the accessible toilet in the new block.</p>	<p>Funding for the bed.</p>	<p>SENCo</p>	<p>September 2021</p>	<p>All staff who are nappy changing children are protected.</p> <p>The child who is being nappy changed feels safe and retains their dignity</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.