



**ST JAMES**  
C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE

*"With God, there is no limit to what you can do. There is no obstacle you can't overcome. Through him, all things are possible."*

**Matthew 19:26**

# Accessibility Plan and Policy

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**Reviewed:** September 2022

**Next Review Date:** September 2023

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

At St. James CE Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The St. James CE Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff, and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) St. James CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 regarding disability and to developing a culture of inclusion, support, and awareness within the school.

4) The St. James CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff, and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The St. James CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following St. James CE Primary School policies, strategies, and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incidents Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Development Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Business and Premises and Curriculum Committees.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To ensure pupils with a disability can always access the curriculum.	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Planning and book scrutiny.</p> <p>Drop in observations.</p> <p>Pupil Progress Meetings.</p> <p>Discussions with Curriculum Leaders.</p>	Teachers, TAs, SNA's, SENCO, SLT	Reviewed frequently throughout the school year (Drop in cycle and Consistency checks)	100% of pupils with disabilities make at least expected progress based on personal and individually set targets.
To ensure the physical environment is maintained and appropriate to all children with disabilities needs.	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> </ul>	<p>Daily checks of grounds, equipment.</p> <p>Contact any maintenance when / if required.</p>	SLT, SENCO, Site Manager	Daily ground checks. Weekly consistency checks.	100% of pupils with disabilities can access all areas of the school at all times.

	<ul style="list-style-type: none"> <li>Library shelves at wheelchair-accessible height</li> <li>Sunshine Room</li> </ul>				
<p>To ensure that information to delivered to pupils with a disability is always clear and effective.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Sign-along</li> <li>Large print resources</li> <li>ELKLAN</li> <li>Juno speaker</li> <li>Pictorial or symbolic representations</li> <li>Class iPads</li> <li>Extra-large interactive Smart Boards in all classrooms.</li> <li>Specific learning stations for individual children.</li> </ul>	<p>Liaise with outside agencies to ensure all additional equipment is maintained and used effectively.</p> <p>Refresher Makaton and Sign and Shine training for any staff who require.</p> <p>ICT Coordinator to ensure staff can all effectively use iPads and Smart Boards.</p> <p>Ensure all staff are aware of children's additional needs and requirements.</p>	<p>Teachers, TAs, SNAs, SENCO, SLT</p>	<p>Monitor through weekly drop in cycle.</p>	<p>100% of all children with disabilities feel they can communicate and are communicated with effectively throughout the school day.</p>