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 Policy and Plan

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"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)

Our St James family has aspirations for every single child to succeed.
We believe in the importance of Christian values in all aspects of school life.
Our children learn through a creative and inspirational curriculum.
Through working together we achieve our goals and take the first steps on the path to our dreams.

'Dream, believe, learn, achieve'

Accessibility Plan

The Equality Act 2010 strengthened and simplified previous discrimination law. Under this legislation, St James' Church of England Primary School has a legal duty to plan to improve access for disabled pupils.

This Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010.
The plan sets out how the school will improve access to education for disabled pupils in three key areas:

1. **Access to the curriculum** – increasing the extent to which disabled pupils can participate in the school curriculum.

2. **The physical environment** – improving the school environment so disabled pupils can access education and associated services.

3. **Access to information** – improving how information is provided to pupils with disabilities.

This Accessibility Plan supports the school's Equality Objectives and will be published on the school website. Paper copies are available from the school office on request.

Our Commitment to Inclusion

At St James' Church of England Primary School, we believe that every child is unique. We celebrate each child's strengths, talents and individuality. All pupils are valued regardless of ability or difference. We support children to develop their full potential and take part in all areas of school life.

Staff work together to create a positive, supportive learning environment where children feel safe, respected and encouraged to learn. We aim to develop confident learners who enjoy learning and are prepared for the future.

Members of St James are encouraged to value ourselves and each other in an atmosphere of trust, good humour, acceptance and enjoyment. We want our pupils to develop kindness, respect and care for others and the world around them. Our aim is that every child leaves our school with the skills, knowledge, resilience and confidence needed for a happy and successful life.

Equality and Wellbeing

At St James', fairness and wellbeing are central to everything we do. We aim to provide equal access and opportunities for pupils, staff, parents and visitors without discrimination. Not all pupils with disabilities have Special Educational Needs (SEN), and not all pupils with SEN meet the legal definition of disability. However, this policy works alongside the school's SEND Policy to support all pupils who may need additional help.

This plan explains how we support all pupils, including those with SEND, so they can achieve their best.

The SEND Code of Practice defines disability as a physical or mental impairment that has a **substantial and long-term effect** on a person's ability to carry out normal day-to-day activities.

- **Long-term** means the condition lasts, or is expected to last, for **12 months or more**.
- **Substantial** means the impact is **more than minor or trivial**.

This includes sensory impairments such as hearing or visual impairment, as well as long-term medical conditions such as asthma, diabetes, epilepsy and cancer.

Access to the Curriculum

St James' CE Primary School is committed to providing full access to the curriculum for all pupils. We do this by:

- Providing regular **staff training** so teachers can adapt lessons to meet the needs of all pupils.
- Using **adaptive teaching strategies** and appropriate differentiation.
- Ensuring staff and governors understand responsibilities under the Equality Act 2010.
- Reviewing and auditing curriculum resources to ensure they support all learners.
- Working closely with the **SENDCo** to monitor provision for pupils with additional needs.
- Ensuring strong collaboration between teachers and support staff.
- Making sure pupils with additional needs can take part in **clubs, school visits and extra-curricular activities**.
- Planning trips carefully and completing risk assessments so all pupils can participate safely.
- Maintaining strong communication with parents and relevant professionals.

Supporting Pupils with Additional Needs

Many pupils at St James' successfully access mainstream education with appropriate support. Some pupils may be neurodivergent, have additional learning needs, or have physical disabilities.

To support pupils in accessing a broad and balanced curriculum, we may use:

- Adaptive teaching strategies and assistive technology
- Accessible written materials such as handouts, timetables and school information
- A clearly structured and inclusive curriculum
- Teaching assistants and additional support staff
- Specialist equipment and ICT resources
- Adjustments to the physical environment where needed
- Equipment recommended by specialists such as Occupational Therapists
- Support and advice from external agencies
- Regular communication with parents and carers

Where adjustments are needed, they will be made within a reasonable timeframe.

Working with External Agencies

The school works closely with external services to support pupils with additional needs. These professionals help us assess needs and provide specialist advice.

Services we may work with include:

- Occupational Therapy
- Educational Psychology
- Aspire Behaviour Support
- Woodbridge SEND Service
- Speech and Language Services
- School Counsellor
- School Nurse

This partnership working helps us provide the best support for pupils and their families.

Medical Needs and Communication with Parents

When children join the school, parents and carers complete a **medical information form**. This allows the school to identify any health needs or physical limitations. Where necessary, a **Medical and Healthcare Plan** will be created to ensure appropriate support is in place.

Parents/carer meetings are held regularly throughout the year so families can discuss their child's progress and any additional needs. Parents are also welcome to contact the school at any time if they wish to discuss concerns or changes relating to their child's needs.

Consultation, Monitoring and Review

Our school has included a range of stakeholders in the development and implementation of this accessibility plan including; SENDCo, Governors, The Local Authority and External Agencies.

The Accessibility Plan will be reviewed annually by the SENDCo, Headteacher and Governing Body. It will be approved by the Governing Body. An audit of accessibility arrangements will be completed each year for pupils, staff, parents and visitors.

This Accessibility Plan should be read in conjunction with relevant St James CEP Primary School Policies, which can be found on our school website, and other documents which are already linked in this policy.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.

All complaints are dealt with in line with the school's Complaint Procedure which is available on the website or by contacting School on 01204 572587. Initially, parents are encouraged to raise any concerns with the class teacher to see if their concerns can be addressed. If parents are not satisfied, the complaint should then be referred to the Head teacher, as outlined in the Complaints Procedure.

Objectives	*Action*	*People*	*Resources*	*Timescale*	*Success Criteria*
Increase the extent to which disabled pupils can participate in the school curriculum.					
Training for staff in the identification of and teaching children with a range of disabilities or specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies. Staff work alongside SENDCo to make relevant referrals. Training across the trust.	All Staff	Time Cost of CPD	Ongoing	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Children with any disability are successfully included in all aspects of school life.
Ensure quality first teaching meets the needs of all children through adaptive teaching.	Focused teacher planning informed by assessment of individual pupil needs and the Birmingham SEND Toolkit. Effective differentiation. Intervention and consolidation provided promptly where necessary. Curriculum is reviewed frequently to ensure meets the needs of all pupils. Targets are set effectively and are appropriate for pupils with additional needs using the Birmingham SEND Toolkit, where appropriate.	All Staff	Time Cost of CPD	Ongoing	All pupils make appropriate progress. Needs of all learners met with reasonable adjustments.
Ensure all children on SEND register have a one-page profile and all children with an EHCP have a provision map in place.	One-page profiles are created at the start of every academic year and reviewed termly. Provision maps for children with EHCP to be reviewed termly. SENDCo to monitor.	Teachers SENDCO	Time	Termly	One-page profiles and provision maps are up to date and form a key part of the planning process for all pupils.
All extra-curricular activities are planned to ensure, where reasonable; they are accessible to all children	Review all out-of-school provision to ensure compliance with legislation Inclusion Lead/SENDCo to monitor SEND register and attendance to clubs.	All Staff SENDCO	Time	Ongoing	All out-of-school activities will be conducted in an inclusive environment, where possible. Increase in access to all school activities for all pupils.

Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education.					
Classrooms are optimally organised to promote the participation and independence of all pupils.	Teachers use professional judgment to layout the classroom furniture to meet the needs of the pupils in their class. Resources used to support children's needs e.g. cushions, pencil grips, ear defenders.	All Staff	Specific equipment	Ongoing	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. Increase in access to the National Curriculum
Maintain safe access around exterior of school	Ensure that pathways are kept clear. Make sure grounds maintenance contractors know which areas to prioritise	Site Manager	Cost of any maintenance	Ongoing	Clear access in all parts of the school
Personal hygiene and medical issues are dealt with paying full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those requiring support with toileting.	Clear plans, identifying where children will take medication/ toileting. Care plans are created for children with toileting needs. Accessible changing facilities purchased for children in KS1.	All Staff	N/A	Ongoing	Children are able to take medication in a safe, designated space. Children requiring toileting support have a safe, dignified place.
The school continues to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	Access plans for individual disabled pupils as part of the Care Plan process when required (e.g. PEEP). Be aware of staff, governors and parent/carers access needs and meet as appropriate. Collate information in school office to acknowledge the disability needs of parent/carers and the potential requirement of school support. Consider access needs during recruitment process.	SLT All Staff	Time	As required Induction/ ongoing if required Recruitment process	Care Plans in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met. Parent/Carers have full access to all school activities. Access issues do not influence recruitment and retention.
Continue to ensure all disabled pupils/staff/visitors can be safely evacuated/invacuated.	Personal Emergency Evacuation Plan (PEEP) for all pupils/staff with difficulties is in place. Ensure all staff are aware of their responsibilities.	Designated staff	PEEP completed Time	As required	All disabled pupils and staff working alongside them are safe in the event of an evacuation or invacuation.

Ensure accessibility of access to IT equipment including support for hearing impaired where required.	Alternative equipment in place to ensure access to learning. Advice from external agencies regarding information to the hearing/ visually-impaired where appropriate.	SENDCO	Cost of equipment	As required	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all and incorporates appropriate capacity for disabled pupils	Make sure all escape routes are clutter free and suitable for all pupils.	Site Manager	Time	On-going and as required	All disabled pupils and staff working alongside them are safe in the event of an evacuation or invacuation
Improve the delivery of information to disabled pupils (and parents).					
Availability of written material in alternative/adapted formats	All staff and parent aware of a range of alternative formats.	SENDCO	Cost of translation and adaptation	As necessary	Written information available in alternative formats on request.
Children with Visual Impairment are able to access classroom resources.	Liaise with the relevant agencies to identify the equipment/ modifications that are required.	SENDCO All Staff	Time Cost of any resources	Ongoing	Children with Visual Impairment will be able to access the curriculum fully.
Information is presented to groups in a way which is user friendly or suitable for people with disabilities.	Staff use Rosenshine's principles to organise written materials with cognitive load taken into consideration.	All Staff	Time Cost of any resources and CPD	Ongoing	Children with SEND are able to access the curriculum.
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them and they are accessible to all stakeholders.	Provide information, policies, plans and letters in clear, enlarged print. Ensure website and all document accessible via the school website can be accessed by the visually impaired.	SLT Any staff writing policies	Time	Ongoing	All aspects of school life promote equality of opportunity for all pupils and promote the school values.
The use of an electronic method of reporting to parents.	Electronic reporting methods in place e.g. Seesaw, Tapestry, Dojo, Social Media and the text messaging service.	Business Manager Office Staff All Staff	Cost of software	Ongoing monitoring	The school is able to move forward with electronic reporting to parents.