



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'

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation St James' continues to have responsibility for accessibility planning for disabled pupils. This Accessibility Policy meets the requirements of [schedule 10 of the Equality Act 2010](#).

The plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improve the availability of accessible information to pupils with disabilities.

The Accessibility Plan (see below) is structured to complement and support the school's Equality Objectives and will similarly be published on the school website and paper copies will be made available upon request.

St James Church of England Primary School believes that every child is unique and we celebrate everyone's gifts and talents. All children are valued irrespective of abilities or individual differences, encouraged to develop to their full potential and able to contribute to the life of the school. It is a privilege to play a part in the development of our children. Staff work together to provide an inspirational and exciting learning environment, where all children can develop an enthusiasm for life-long learning.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils, whatever their needs or abilities. We believe that the key to success is happiness, a love of learning and a school where children feel supported, valued and safe. We want children to gain a respectful, caring attitude towards each other and the environment both locally and globally. Members of St James are encouraged to value ourselves and each other in an atmosphere of trust, good humour, acceptance and enjoyment. We aim to provide each child with the skills, knowledge, resilience and enthusiasm, which will equip them to lead a successful and happy life.

We believe children should be treated fairly and well-being is of paramount importance. This involves providing access and opportunities for all pupils, staff, parents and visitors without discrimination of any kind. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of a person with a disability but this policy (alongside our [SEND Policy](#)) covers all of these pupils. This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEND, in order that they achieve and realise their full potential.

St. James CE Primary School is committed to providing an environment that enables full curriculum access through:

- Providing INSET/staff training to ensure all pupils within each lesson are able to access the content through adaptive teaching, appropriate differentiation and access strategies.
- 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, including understanding disability issues.

The agreed definition of disability, supported by the Disability Rights Commission, is:

'...adverse effect on their ability to carry out day to day activities. It covers physical or mental impairments, which includes sensory impairments such as those affecting sight or hearing. The term mental impairment is intended to cover a wide range of impairments relating to mental function, including what are often known as learning'

(From the [Disability Equality Guidance document](#))

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.

- Auditing resources within each curriculum area to support staff in delivering high quality lessons to meet the needs of all pupils.
- Working closely with the SENDCo to monitor provision for pupils with additional needs.
- Developing close working relationships between support staff and class teachers to ensure that support is fully utilised.
- Ensuring equal access for pupils with additional needs to access clubs, school visits and extra-curricular activities with considerations made for pupils when planning trips and completing risk assessments.
- Ensuring pupils feel fully supported and included within the school through close links with parents and external agencies.

At St James' we have a range of pupils who, with support, can access mainstream education. The needs of the pupils range from those who are neurodivergent and/or have additional learning needs to children who have physical disabilities. We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- Use of adaptive teaching strategies, including the use of technology and written materials e.g. handouts, textbooks, timetables and information about the school
- A differentiated curriculum with identification of essential knowledge
- A range of support staff
- Specialist or auxiliary aids and equipment including interactive ICT equipment
- A consideration of the physical environment for each individual child with SEND, which could include improvements to the physical environment and physical aids to access education
- Specific equipment sourced from Occupational Therapy or other agencies
- Close liaison with outside agencies
- Close liaison with parents

Any adaptations will be made in a reasonable timeframe.

St James' supports any available partnerships to develop and implement the plan. We work closely with external agencies to support children with a range of needs some of which include: hearing/visual impairment; social, emotional, mental health and speech and language difficulties. Some external agencies include; Occupational Therapists, Educational Psychologist, Aspire Behavior support, School Counsellor and School Nurse.

On entry to school all parents complete a medical form highlighting any medical needs and physical limitations. A Medical and Healthcare Plan will be put in place for children where appropriate. Regular parents' meetings are held throughout the year at which time any needs regarding disability can be discussed. All parents know they are welcome to come into school at any time to discuss any changes or needs that arise regarding their child or themselves.

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 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.	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.	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.	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.
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Conduct parent/carers survey during SEND parent workshop to collect parents opinions and disseminate information.	SENDCO	Time Google form	Annually	School is more aware of the opinions of parents and acts on this. Parental opinion is surveyed and action taken appropriately.

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, 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.