



# **St. James' Church of England Primary School**

**'Building One Faith, One Family,  
Our Future'**

## **Accessibility Plan 2024-2027**

Written by A Hudson & V Brown – Spring 2024  
Approved by Governors – Spring 2024

Monitoring review Date – Spring 2025 (Resources Committee)

## Rationale

At St. James', we are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Policy and the plan it contains has been drawn up by the Headteacher in consultation with the school's Diocesan Building Consultant, the Local Authority, the School Governors and after seeking input from staff, children and school families. It covers the period from Spring 2024 until Spring 2027

St. James' Church of England Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- 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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- 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 time frame.

In this document you will find action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an ongoing basis with regular updates on progress given annually to the school governors. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

This Accessibility Policy should be read in conjunction with the following:

- The School Foundation Scriptures;
- The School Mission Statement;
- The School Values;
- The School website;
- The Curriculum Policy;
- The Equality Information and Objectives Statement;
- The Health & Safety Policy;
- The SEND Policy;
- The Positive Behaviour Policy;
- The Medical Policy;
- The Children with Health Needs Who Cannot Attend School Policy;
- The Suspension and Exclusion Policy;
- The Complaints Policy;
- The School Development Plan;
- The Premises Management Policy;
- The Health and Safety Folder.

### The Plan

	<u>Target</u>	<u>When</u>	<u>Success Criteria</u>	<u>Target achieved</u>
<b>Physical Environment Access</b>	To ensure the ground underneath and surrounding the outdoor play equipment is safe and makes the equipment accessible to all in school.	Summer 25	Regular checks are in place of the equipment. Annual Statutory Checks have taken place.	
	To ensure that the playground/yard and the paths around school are safe and accessible to all in school.	Autumn 25 Ongoing	All children in an emergency can exit school from their emergency door. IEP to be in place for identified children. Bid for Diocese money to be submitted and referenced on AMP Paths and yard are safe.	
	To ensure that all members of the school community are able to access every classroom in school from outside and can exit school safely in an emergency.	Summer 26	Reception full accessible at the entrance for all pupils Year 5 and 6 entrance is fully accessible for all pupils	
	To ensure school is compliant with the law and has adequate tactile surfacing and hand rails for any members of the community with visual impairment or mobility issues.	Autumn 24  Ongoing	Full review has taken place carried out Recommendations have been completed. Yellow lines to be re-painted as & when needed, monitored termly	
	To ensure all external and internal areas are highlighted as needed for those with visual impairment.	Ongoing	Termly H & S walk to be completed and shared with governors AH to undertake any work needed. Yellow lines to be re-painted when required monitored termly	

<b>Curriculum Access</b>	To ensure children with sensory issues have classrooms they can flourish in.	Spring 24	School have identified a list of non-negotiables. Teachers have liaised with SENCO/ Wellbeing leads. Classroom audit to be completed Classrooms are compliant.	Audit completed and actions addressed. Classrooms are calm and consistent across school.
	Classrooms are organised to promote the participation and independence of all pupils enabling lessons to start promptly for all pupils	Summer 25	Next steps from audit are actioned and a further review takes place Review and implement class expectations – furniture and equipment	
	To ensure that all children are able to achieve their full potential, especially those with significant or additional needs.	Ongoing	IEPS in place and systems for completion are clear. Monitoring is effective with clear development points and examples of good practice. Communication between leaders and staff is effective.	
	To ensure staff are confident when delivering the curriculum to a wide range of need.	Ongoing	Evidence of relevant CPD. Data demonstrates curriculum is reviewed and deemed to be effective.	
	Review the PE curriculum to ensure PE/Games is accessible to all.	Ongoing	All pupils have access to PE and competitive sport and are able to excel in this area. Positive outcomes in physical activities and physical development. The level of participation in PE/Games and competitive sports has increased. Participation at LA SEND sporting events	
	To raise aware awareness of and celebrate differences in school, the community and the wider world.	Ongoing	Evidence from environment, lessons and in children's attitudes shows effectiveness. Evidence of specific pieces of work on diversity and difference have taken place.	

	<b>Staff to complete disability awareness training to make the curriculum accessible for all children</b>	Autumn 25	Staff to complete disability and inclusion training via National College	
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<b>Information Access</b>	<b>To review all communication procedures.</b>	Spring 24	All pupils are given information in a way that they can access. All parents are given information in a way that they can access.	
	<b>To be able to respond to specific needs quickly.</b>	Ongoing	Evidence of training and information collecting. Case Studies how we communicate with families where there are issues around communication.	
	<b>To explore new ways of communicating with the community.</b>	Summer 24	Communication channels to be reviewed. Review of newsletter to contain essential information	
	<b>To review how the pupils access information regarding school and online programmes</b>	Autumn 24	Evidence a review has taken place with recommendations to be completed.	
	<b>Written information to be available alternate formats when requested by parents e.g. VI or different languages</b>	Summer 24	The school will be able to provide written information in various formats	