

St James' Church of England Junior School

Developing the love of life and learning in a caring
Christian community



Accessibility Policy and Plan

Reviewed by: Emma Faulkner

Date Approved by FGB:

Review Cycle: Every 2 years

Next Review due: September 2025

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

St James' Church of England Junior School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value Physical and Cultural diversity.

The Policy and 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated/scaffolded curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include: writing slopes, pencil grips, examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs 	To provide overlays and adaptive resources to identified children	<p>Hold pupil progress meetings to identify need.</p> <p>Purchase identified resources.</p>	Class Teachers/SENDCO	Termly 27/28 th September	All children will have the resources they need to learn.
		To ensure all teachers are equipped with the knowledge and understanding to meet the needs of all pupils including those with disabilities.	CPD to be provided for all relevant staff-	Inclusion Lead	When Identified.	All children have access to the curriculum.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height 	Short Term To provide full access to school for all	Prefects to 'man' the door for whole school events. Staff to assist with wheelchair access. Children with PEEP reviewed annually. Building can be accessed due to reasonable adjustments.	Head Teacher Inclusion Lead SLT	Ongoing	All children and parents can access the site and curriculum.
		Medium Term To update accessible toilet	Facilities in Accessible toilet to be safety checked and tested.	Headteacher	TBC	All children with identified Intimate care needs are fully supported.
		Long term Building to be fully compliant with DDA regulations Ongoing	To review premises annually in light of new guidelines. Work to be commission when identified.	Headteacher SENDCO Governors.	TBC	School is able to offer places to disabled pupils without further consideration.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by The governing body and the Head Teachers.

It will be approved by The Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy