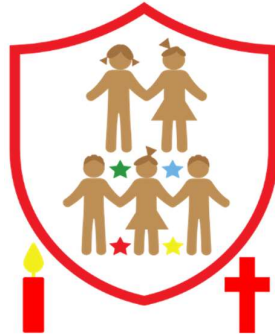


St James' Church of England Junior School

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



ACCESSIBILITY PLAN

Reviewed by:	Simon Millington
Agreed by FGB:	30 th November 2021
Review Cycle:	Every 3 years
Next Review due:	November 2023

Introduction

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.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: He or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The 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 any further 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.

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 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are 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 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The 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; 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 – this 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 hand-outs, timetables and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The current plan is included in Appendix A

This policy is to be read in conjunction with the school's statutory policies:

- **Child Protection and Safeguarding**
- **Health and safety**
- **Equality**
- **SEND**
- **Behaviour**

Statutory information & documents; DfE / Ofsted guidance

- **Equality Act 2010**
- **KCSIE 2021**
- **Childrens and families Act 2014**

Aims:

The School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.

- by examining our library and reading books to ensure that there are examples of positive images of disabled people

Roles and responsibilities:

Governors:

- Monitor the effectiveness of the policy and plan.
- Ensure compliance with all National and Local legislation.

Headteacher:

- Work with the Local authority on applications for any work which needs to be undertaken in order for the school buildings to be accessible to all learners.
- Have annual meetings with the Caretaker and SENDCO to audit the accessible needs of the learners.

Teachers:

- To report to the Health and Safety representative any concerns about accessibility difficulties.
- Discuss with parents at the earliest opportunity any disability concerns that they may have, or that have been brought to their attention.

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: Lunch and break times for pupils with social/interaction impairments; after-school clubs for pupils with physical impairments; school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited or no access at the moment other than the upstairs classroom where there is not Wheelchair access.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment; science and technology for pupils with a visual impairment; humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: peer relationships; policies on the administration of medicines; the provision of personal care; the presence or lack of role models or images of disabled people, in effect all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Access Audit

Year 6 classes are upstairs and several access points from outside are not wheelchair friendly.

Access to central school areas including: School office, and library are accessible through numerous entrances

The school has one disabled toilet large enough to accommodate a wheel chair and carer and accessible through ramped or flat entrances. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, the assembly point is a suitable refuge area for wheelchair users

See Accessibility Audit attached and Action Plan at end of this document.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese as necessary.

This policy will be reviewed annually by the Head Teacher, Caretaker, Health and Safety Governor and SENDCO.

Appendix A

Accessibility Plan

	Targets	Strategies	Outcome	Time frame	Goals Achieved
In the event of a disabled wheelchair child user request admission.	To provide full access to school.	Prefects to 'man' the door for whole school events. Staff to assist with wheelchair access. PEEP written and up to date. Lunchtime arrangements to be considered. Lower school classroom and layout considered.	Building can be accessed due to reasonable adjustments	When appropriate	

As a school we believe we are disability aware and believe we could and would address any issue that presented itself at the school to ensure that we could accommodate any child.

Areas that might be on issue or to consider:

No shower

Classrooms upstairs

Induction loop in office

Braille guides enlarged text documents

Appendix B

Accessibility Audit

IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This checklist comprises three sections. In the first, you are asked to consider whether the school environment in which you work is designed to meet the needs of all pupils, including those with SEN and/or disability. The second and third sections should be used to identify how your school delivers its curriculum and provides written materials in alternative formats and to provide a clearer picture of the barriers to access that exist in the school culture. This list is not exhaustive.

Section 1		YES	NO	Action
1.	Does the size and layout of areas: including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils?	Y		
2.	Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Y		
3.	Are pathways of travel around the school site and parking arrangements safe, routes logical and well designed?		N	We acknowledge a small site with limited parking.
4.	Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components,	Y		
5.	Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		N	N/A
6.	Could any of the décor be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		N	
7.	Could any signage be considered confusing or inadequate?		N	
8.	Are areas to which pupils should have access well lit?	Y		
9.	Do areas of storage prevent disabled pupils from accessing aids and equipment?		N	
10.	Are steps made to prevent the exclusion of people with disabilities that affect their hearing and vision from arranged events? e.g. considering a room's acoustics, noisy equipment and presentation of material.	Y		
11.	Is furniture and equipment selected, adjusted and located appropriately?	Y		

Section 2				
12.	Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y		
13.	Do you make the best use of teaching assistants?	Y		
14.	Are your classrooms optimally organised for disabled pupils?	Y		
15.	Are lessons responsive to pupil diversity?	Y		
16.	lessons involve work to be done by individuals, pairs, groups and the whole class?	Y		
17.	Are all pupils encouraged to take part in music, drama and physical activities?	Y		
18.	Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?	Y		
19.	Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Y		Nurture lessons for EHCP child
20.	Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y		
21.	Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example, some forms of exercise in physical education?	Y		
22.	Do you provide access to computer technology appropriate for students with disabilities?	Y		
23.	Are school trips, made accessible to all pupils irrespective of attainment or impairment?	Y		
24.	Do staff, governors and pupils receive training and education in disability equality issues?	Y		
25.	Is everyone made to feel welcome?	Y		
26.	Are there high expectations of all pupils?	Y		
27.	Are pupils equally valued?	Y		
28.	Do staff seek to remove all barriers to learning and participation?	Y		
Section 3				
29.	Do you provide information in large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			Not applicable at moment but we would if and when necessary.
30.	Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their	Y		

	vision, e.g. by reading aloud overhead projections and describing diagrams?			
31	Do you have the facilities to produce written information in a variety of font sizes?	Y		
32	Do you make use of RNIB guidelines on producing written information in accessible formats?	Y		ATS support
33	Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Y		
34	Are the 'responsible body' aware of their duties and responsibilities under DDA?			
35	Do school general plans take account of the duty to make reasonable adjustments?	Y		
36	Does the school have an adequate internal complaints procedure?	Y		

Name of School: St James C of E Junior School

Audit Completed by: SM and EF

Signed: S. Millington

Date of Completion: 17th November 2021