# St. James C of E Junior

# Accessibility Plan

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

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| Status and review cycle: | Statutory reviewed annually |
| Responsible group: | St James' C of E Junior School |
| Next Review Date: | August 2027 |

**Statement of intent**

This plan outlines how St James' C of E Junior School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the school will have regard to the need to allocate adequate resources in the implementation of this strategy.

The local governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- The Diocese of Gloucester Academy Trust
- Governors.
- External partners, including the Local Authority

In combination with pupils' individual risk assessment, or medical health care plans, additional bespoke support will be put into place to ensure that all pupils have access to activities within and outside of the curriculum.

**Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2026) 'Keeping Children Safe in Education'

This plan operates in conjunction with the following school policies:

- Early Years (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

**Roles and responsibilities**

The local governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Local Governing Board (LGB), DGAT trust and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.
- Ensuring that the voices of both parents and pupils where possible support accessibility reviews.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

**The Accessibility Audit**

The governing board review annually how leaders ensure that pupils with disabilities are supported to access the curriculum. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

Through the admission panel and on arrival in school, the local governing body in discussion with leaders will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

This information will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents and them where possible. The actions that will be undertaken are detailed in the following sections of this document.

The school will implement the accessibility plan in line with the graduated approach outlined within the SEND code of Practice. Accessibility barriers experienced by pupils

with disabilities and SEND will be identified and addressed through an ongoing cycle of Assess, Plan, Do and Review:

**Assess**

- Identify barriers to participation, learning, communication, physical access and inclusion.
- Gather information from pupils, parents, staff, external professionals and relevant assessment information.
- Consider attendance, participation in enrichment activities, behaviour, wellbeing and academic outcomes**.**

**Plan**

- Agree appropriate reasonable adjustments, interventions and environmental adaptations.
- Set clear outcomes and timescales for improvement.
- Determine responsibilities and resources required to implement actions.

**Do**

- Implement agreed strategies and adjustments.
- Ensure staff are aware of their responsibilities and receive any necessary training.
- Monitor the effectiveness of support and adjustments on an ongoing basis.

**Review**

- Evaluate the impact of adjustments against intended outcomes.
- Seek feedback from pupils, parents and staff.
- Amend provision, targets and accessibility actions where required.
- Report progress annually to governors through the review of the Accessibility Plan.

**Safeguarding**

The school recognises that children with SEND and disabilities can face additional safeguarding barriers and will ensure safeguarding systems are accessible and responsive to individual needs in line with the Trust Safeguarding and Child Protection Policy.

**Planning duty 1: Curriculum**

| | Issue | What | Who | When by | Outcome | Review |
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| **Short term** | To improve staff awareness of disability issues that are particular to the pupils at the school. | Individual support given to identified staff to ensure pupils received the additional support required.<br><br>Training | Headteacher, external advisors, Inclusion Lead | Autumn 2026 | Staff members have the skills to support pupils with disabilities | Autumn 2027 |
| **Short Term** | To ensure that parents who are unable to attend school information and parents' evenings, can access information to help them support their child | Staff to make reasonable adjustments to enable access to the relevant information | Teachers, office staff | Ongoing | Parents feel informed about their child's progress and welfare | Summer 2027 |
| **Medium Term** | To audit all out-of-school activities so that they are planned to ensure the full participation of the whole range of pupils. | Review all out-of-school provision to ensure that it is inclusive and offered to everyone. To support parents in adult adaptions e.g. swimming and cycling. Complete Parent Questionnaire. | Teachers, Inclusion Lead | Spring 2027 | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Increase in access to all school activities for all disabled pupils | Autumn 2027 |

**Planning duty 2: Physical environment**

| | Issue | What | Who | When | Outcome | Review |
|---|---|---|---|---|---|---|
| **Short Term** | Car parking and general accessibility onto school site | Checks for inconsiderate parking or obstructions to site | SBM Headteacher | Daily | Issues dealt with at earliest opportunity to ensure accessibility onto site is unhindered | Summer 2027 |
| **Short Term** | Ensure clear evacuation routes and no trip hazards | Weekly site inspections | SBM Caretaker Headteacher | Immediate | Clear evacuation routes | Summer 2027 |
| **Long term** | Full accessibility to all parts of the building | Taken into account during planning phase of any new building projects | Head/SBM | Immediate | Reasonable adjustments to plans are made wherever possible | Summer 2027 |

**Planning duty 3: Information**

| | Issue | What | Who | When | Outcome | Review |
|---|---|---|---|---|---|---|
| **Short term** | Where needed leaders ensure that parents who required information in a different format are supported to access. | Schools seeks advice from external advisors | Inclusion Lead<br>Headteacher/Class teacher | Autumn 2026 | School is aware of local services for converting written information into alternative formats | Summer 2026 |
| **Medium term** | Written information is not accessible to pupils with visual impairments | Provide written information in alternative formats when requested | SBM<br>Inclusion Lead<br>Headteacher/Class teacher | As requested | Written information is fully accessible to children with visual impairments | Summer 2026 |

**Monitoring and review**

This plan will be reviewed on an annual basis by the local governing body and headteacher. The next scheduled review date for this plan is detailed on the cover page. Any changes to this plan will be communicated to all staff members and relevant stakeholders.