

Accessibility Plan September 2023 – September 2026

Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan.

Our school's accessibility plan is aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils
- being mindful of the needs of staff, parents, carers and other visitors to St James Primary School

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.

The 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 support 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, this procedure set out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

We have taken into account the priorities of Surrey County Council and have consulted pupils, staff, parents and governors on our accessibility plan.



Vision and values

"Let your light shine"

At St James we are a welcoming inclusive church school community. Collectively, we spark a love of life-long learning and ignite enquiring minds to explore life in all its fullness. All are inspired to recognise, develop and appreciate our talents and use them to illuminate the path for ourselves and one another. We kindle courage to share our light in the world.

Our vision is inspired by Jesus' words in Matthew 5:16.

We live out our vision through our values of Love, Unity, Respect and Courage.

About our school

St James Primary School is a two form entry school ranging from Reception – Year 6. We have approximately 409 children on roll.

St James is a single storey site which was originally built in the 1960s. It has since been extended and adapted on many occasions which has created one main school building and three satellite buildings, housing 2 classrooms, our wrap around care provision and an additional classroom space. We have large outdoor spaces including two playgrounds and a field. The building has been altered to ensure that it is wheelchair accessible and where necessary rails have been put in place to aid children with disabilities to access the school site and move around the school safely.

Disability Admissions

Our admissions policy states that children with an Education Healthcare Plan that names St James C of E Primary School will be allocated a place before other applicants are considered.

Our staff

The Head teacher acts as the lead professional, liaising with a range of health, social care, education and voluntary agencies and would be responsible for applying for additional resources or funding required to meet a pupil's or member of staff's needs.

We have a Special Educational Needs Coordinator (SENCO) who ensures children receive the provision they require to access the curriculum. The SENCO co-ordinates training for staff, liaises with parents and external expert agencies for support and advice.

We bring in other professionals to support school staff in ensuring that appropriate provision is made for children and staff with disabilities. These include representatives from the following health and education agencies: Educational Psychology, Speech and Language Therapists, Specialist Teachers for Inclusive Practice (STIP), Physical and Sensory Support, Occupational Therapists, Physiotherapists, Primary Mental Health Workers, Paediatricians, School Nurses, Inclusion Officers, Children's Services, and REMA (Race Equality and Minority Achievement).

Our pupils

We have a range of pupils from different backgrounds with a variety of needs. We have an ethos of inclusion and aim to enable all children to participate fully in all aspects of school life.

Parents and visitors

We are mindful that a number of our parents and other visitors to the school may have a range of needs that require the school to be accessible to them. We have been mindful of this when writing our accessibility plan.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- SEND policy
- SEND information report
- Supporting pupils with medical needs policy
- School provision map

Physical Environment – current situation

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|------------------------------|--|
| All buildings | Single storey |
| Wheelchair level access | Ramp from both entrance gates to the main entrance Ramp at main entrance into the main school building Wheelchair lift to and from the main hall Ramp at the back of school site giving access to the junior playground and field |
| Other access | There are child height grab rails running up the stairs to the main entrance, in the outdoor area and along the ramp at the back of the school to the field |
| Disabled parking | 1 disabled bay available in front of the main school building |
| Toilets with disabled access | Disabled toilet in the main entrance area Changing facilities with remote controlled changing bay |
| Shower facility | Shower facilities at the main entrance area |
| Medical room | Located off main office with appropriate storage for inhalers, epipens, medicines, etc. Photos of children with severe medical needs are kept in a file Medical plans and permissions are stored |

Physical Environment – actions required

| Area | Action required | Timeframe | Action By | Resources/Cost | Monitor/Evaluate |
|--|---|---|---|--|--|
| Main School Building | Review on basis of need. | On going | SLT | Investigate when/what required | SLT |
| Access to disabled toilet and availability of suitable washing/shower/ changing facilities | Review on basis of need. | On going | SLT | Investigate when/what required | SLT |
| Medical room | Review that procedures are in place, that medication and medical information is current. | Half Termly | Office staff | Investigate when/what required | SLT |
| Disabled parking | Review on basis of need. | Review on basis of need | On going | Investigate when/what required | SLT |
| Fire procedures | Check accessibility for pupils and adults with particular needs when appropriate. Personal Emergency evacuation Plans (PEEPs) are written as required. | Review on basis of need | On going | Investigate when/what required | SLT and Governors' Resources Committee |
| Entrances and corridors throughout | Ensure entrances and corridors are kept clear and that there is ease of movement around the buildings. | On going | SLT reminders to all staff | None | SLT |
| Other site issues | Staff to report any issues. Caretaker to carry out regular checks following his timetable. Governor to carry out a health and safety check. Issues raised by contractors following maintenance and checks. | On going Termly H&S check. Maintenance checks as scheduled. | Business Manager Caretaker Governors Resources Committee All staff Contractors | Cost of routine checks Further works costed as required | SLT and Governors' Resources Committee |
| Access to playground and playing field | Consider pupil/pupils needs when planning outdoor play equipment and activities | On going | SLT | No additional cost | SLT and Governors' Resources Committee |

Access to the Curriculum – current situation

We ensure all pupils can participate in the school curriculum through:

- Implementation of the 'Inclusion Charter' which outlines four key areas of Quality First Teaching to ensure all pupils are supported and access the curriculum with increasing independence.
- Ensuring that teachers' planning includes, as a matter of course, adaptive teaching strategies which enables all pupils to take part and to achieve.
- Promoting opportunities for independent learning, through a broad and balanced curriculum. We are committed to children learning knowledge and skills and these are taught in a way that ensure deep retentions and transference to long-term memory.
- Where appropriate to the learners' needs, we allow additional time for the completion of tasks, and we provide alternative ways for pupils to access and experience particular activities.
- Ensuring that all school visits are made accessible to all pupils.
- Continuing to give pupils a voice so that they can tell us what they need and what works well for them. This happens through self-assessment in class, School Council and access to pastoral support.
- Liaising and working closely with the pupil and their parents/carers to share their expertise about living with disability which will inform our provision.
- Early identification of additional needs – tracking by class teachers and half termly Pupil Progress meetings involving the SENCo so that every child's needs can be fully identified.
- Staff training in Positive Touch so potentially disruptive and/or dangerous situations can be diffused quickly and effectively
- Pupil Progress Meetings and reporting to the Governing Body of the progress of pupils includes a breakdown of the attainment and progress of pupils with Special Educational Needs/Disabilities.

Access to the Curriculum – actions required

| Area | Action required | Timeframe | Action By | Resources/Cost | Monitor/Evaluate |
|------------------------|---|-----------------|----------------------------------|--------------------------------|------------------|
| Resources | Audit of curriculum and resources for identified and anticipated needs. Ensure that additional/replacement ICT equipment supports the needs of all users. Regular audit of information and resources held in school for SEND. | Ongoing | SENDCo | No additional cost | SLT |
| | | Ongoing | Computing coordinator/ SENDCo | Investigate what/when required | SLT |
| | | June – Annually | SENDCo | No additional cost | SLT |
| Staff training | Audit of effective training for all staff so that they have the understanding, skills and knowledge to enable them to support the inclusion of all pupils. | Ongoing | SENDCo DHT | What / when required | HT |
| Classroom organisation | Consider the organisation of classrooms to enable access for pupils with disabilities. Consider the cognitive load for pupils to ensure learning environments minimise distraction and sensory overload. | Ongoing | Teachers SENDCO | Investigate when/what required | SLT |
| Communication | Termly meetings with all staff to communicate changes/issues with specific pupils to ensure all staff are aware of needs and access arrangements. | Ongoing | SENDCO/SLT | No additional cost | SLT |

Access to Written Information – current situation

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| Written information to children | No individual arrangements are necessary for our current pupils but this is regularly reviewed by SENDCO/teachers. |
| Written information for parents/carers | Reading Diaries, newsletters, letters, website, Parentmail, reports and noticeboards. |

Access to Written Information – actions required

| Area | Action required | Timeframe | Action By | Resources/Cost | Monitor/Evaluate |
|----------------------|--|--------------------------------|----------------------------|---|--|
| Signage | Audit to ensure that clear signs are in place to all areas of the school. | Beginning of each Autumn term. | Business Manager SENDCO | Investigate when/what required | SLT and Governors' Resources Committee |
| Admission packs | To include on admission form an opportunity for parents/carers to give information on any access issues they may have. Review packs. To include transition photo books to support pupils joining St James – both into Reception and in-year admissions. | Annually in summer term | Office staff SENDCO | No additional Investigate when/what required | SLT SLT |
| Communication issues | Building awareness and addressing the needs of those we communicate with by investigating large print, braille, simplified language, translations, symbol software, audio/visual, sign language, hearing loop systems. Increasing the use of Widgit for dual coding which supports comprehension of language. | On going | SENDCO and SLT | Investigate when/what required | SLT |
| School libraries | Auditing to establish whether the provision of large font and easy read texts needs to be extended. | Ongoing | Literacy Coordinator | Investigate when/what required | SLT |