



St James CE Primary School

ACCESSIBILITY PLAN

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils. Our previous plans were incorporated into a Valuing Diversity Scheme and this plan will build on those foundations. This access plan includes data and consultation from this scheme where it continues to be relevant.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. This plan will be reviewed in consultation with:

- school council
- parents/carers
- staff
- governors
- external partners

The mission statement for our school is "I can do all things through Christ who strengthens me." This encompasses all children and adults, whatever their learning, cultural, physical or emotional needs may be.

The agreed definition of disability, supported by the Disability Rights Commission, is: 'A person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out day to day activities. It covers physical or mental impairments, which includes sensory impairments such as those affecting sight or hearing. The term mental impairment is intended to cover a wide range of impairments

relating to mental function, including what are often known as learning disabilities.'

(From the Disability Equality Guidance document)



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Planning Duty 1:

Increasing the extent to which disabled pupils can participate in the school curriculum.

We will continue to:

- Provide INSET/staff training and to ensure all pupils within each lesson are able to access the content through appropriate differentiation and access strategies.
- Audit resources within each curriculum area to support colleagues in delivering high quality, lessons to meet the needs of all pupils.
- Work closely with the SENCO to monitor provision for pupils with additional needs.
- Develop close working relationships between support staff and class teachers to ensure that support is fully utilised.
- Ensure equal access for pupils with additional needs to access clubs, school visits and extra-curricular activities with considerations made for pupils when planning trips and completing risk assessments.
- Ensure pupils feel fully supported and included within the school through close links with parents and external agencies.

In this school we have a range of pupils who are able to function in mainstream school only with support from others. These range from moderate learning difficulties (MLD) to children with physical difficulties such as visual and hearing impairment.

We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- A differentiated curriculum
- A range of support staff including trained teaching assistants
- Multi media activities to support most curriculum areas
- Use of interactive ICT equipment
- Specific equipment sourced from occupational therapy or other agencies
- Close liaison with relative outside agencies
- Close liaison with parents

The vast majority of our children who have Special Educational Needs come under the heading of 'learning difficulties.'

We currently have in school several children with hearing impairment and/or visual impairment. We also have one child with a range of physical difficulties and we work closely with external agencies to support children with hearing impairment, visual impairment, speech and language difficulties.

We also work closely with occupational therapists, educational psychologist, school nurse and behaviour support as required .

On entry to school all parents fill in a medical form highlighting any medical issues and physical limitations. When appointing staff, disabled applicants are automatically given an interview. Where possible, the school accommodates the needs of pupils and staff and IEPs, risk assessments and/or PEPs are written to identify measures in place to support and avoid potential risks. This includes addressing problems such as allergies, severe asthma, haemophilia and other medical conditions.

All parents have entrance to the school on the ground floor which is accessed by a flat entrance. Regular parents meetings are held throughout the year at which time any issues regarding disability can be discussed. All parents know they are welcome to come into school at any time to discuss any changes or issues that arise regarding their child. The parental questionnaire allows for parents to comment specifically if they feel there are areas we can improve our provision



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Planning Duty 2:

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

In this school we have lowered the ceilings and partly carpeted the classrooms to reduce noise levels and to improve the acoustics for all children. Most corridors are carpeted and most classroom areas are carpeted. The lighting all around the school has been updated to ensure lighting is uplift. All classrooms has been fitted with touch TVs with high resolution viewing. Chromebooks are readily available for pupils to support learning and to make activities more accessible (e.g. through recording sounds/videos) and all children in KS2 have their own chromebook device.

St James CE primary school is made up of two buildings – the older KS1 building (single storey) and the new KS2 building (two storey). Work has been undertaken across both buildings to enable them to be accessible to all. The doors are wide enough to allow wheelchair access and there are 5 disabled toilets available – one in the KS1 building and four in the KS2 building. There is also a lift in the KS2 building to ensure that wheelchair users and pupils who may not be able to use the stairs are able to access the upper floor and classrooms safely.

The KS2 Playground is some 4m lower than the classrooms and accessed by a number of staircases. Although access to the playground is possible for disabled pupils via ramped access around the front of school it is not ideal. The governors have looked in the past at possible solutions, but due to the location and stability of the site there does not appear to be a practical solution to this issue.

Planning Duty 3 Improving the delivery of information to disabled pupils (and parents)

We will continue to

- Provide written materials in alternative formats as requested
Provide School policies on tape as required.
- Hearing loop now available at reception desk and in the school hall for visitors with a hearing disability

Links

- Valuing Diversity Policy
- Curriculum Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Equality Scheme
- Asset Management Reports



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Action Plan

Success Criteria

Possible areas to be improved within the limitations of the school site are outlined below:

Action

Paint the fronts of all the steps with a bright yellow paint to make them more visible; Clear demarcation of steps around the paint/tape to building.

Ensure anyone with a specific need related to evacuation procedures has a PEP in place, including all relevant staff/pupils/parents. Clear procedures in place and understood by people with hearing impairments;