

# St. James CE Primary School



## St. James CE Primary School

### Accessibility Policy & Accessibility Plan 2022-2025

Flourish  
Respect Courage  
Friendship Develop  
Strong Growth  
Community StJames' Strive  
God Trust Kindness  
Freedom Unique Perseverance  
DeepRoots Positivity  
WholeChild  
Responsibility

## Statement of Vision and Values

In consultation with pupils, parents, governors, community members and staff our vision and values were generated based on our inspiration from the Parable of the Sower and how this links to our children and their journey with us.

### **Our School Vision:**

Within our community we strive to develop deep **roots**, strong **growth** and freedom to **flourish** as a unique and whole child of God.

**Matthew 13 - The Parable of the Sower – ‘... but the seed falling on good soil refers to someone who hears the word and understands it. ....produces a crop, yielding a hundred, sixty or thirty times what was sown.’**



## Values

We decided at St James CE Primary School that **Kindness and Respect** are values which we feel underpin our vision and are incorporated in all we do and say – so therefore these two values will be taught alongside all the other six values we have chosen.

<b>½ termly focus</b>	<b>Value</b>
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Trust
Summer 1	Courage
Summer 2	Positivity



# St James' CE Primary School Accessibility Policy and Plan

## Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act includes the requirement for schools and Local Authorities to carry out accessibility planning for disabled pupils and we believe that this accessibility policy is compliant with current legislation.

## Definition of Disability

The definition of disability under the law is a wide one.

- A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

This definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. It also includes people with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus and medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are covered by the legislation for the rest of their life.

## The Aims of this plan

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act: participation in the curriculum, physical access to facilities and services and availability of information.

At St James CE Primary School, we are committed to:

- Ensuring we are an inclusive school
- Removing any factors which are barriers to including any pupils with a disability
- Ensuring resources enable all pupils to access the curriculum
- Staff development so that they can effectively support the needs of all pupils
- Working with parents, the wider community and multi-disciplinary teams
- Ensuring that the premises are fit for purpose in terms of accessibility
- Regularly assessing the premises for accessibility thus being aware of any changes were they to be required
- Making funds available to make premises changes were the need to arise
- Raising awareness and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

## Identifying Barriers to Access

### Information gathering

In order to formulate our accessibility plan, we take account of:

- The school's population of children and adults
- The school's plans and priorities
- The future intake (advanced information from pre-school settings and the LA)

St James' CE Primary School is committed to the safeguarding of our pupils and staff.

- Audit of the school's strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school
- Staff awareness of Equalities legislation
- Staff knowledge and skills of needs of disabled pupils
- School policies and practices e.g. related to the administration of medicines, time-tabling, anti-bullying policy, school visits and teaching and learning.
- The physical environment of the school and physical aids to access education.
- Access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils.
- How information is provided for disabled pupils – make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.
- Outcomes for disabled pupils including end of key stage results and achievements in extra-curricular activities
- The views and aspirations of disabled pupils and their families
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the Local Authority (Enfield) and the London Diocesan Board for Schools (LDBS)

#### School's Audit Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and LSA's have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?	✓	
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?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

#### School's Audit Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
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?	✓	
If a child uses a wheelchair or has mobility needs adaptations would need to be made to the school environment to allow access to doorways, steps and stairs, toilet facilities and showers?		✓
If a child uses a wheelchair or has mobility needs adaptations would need to be made to the school environment to ensure that school site and parking arrangements are safe, routes logical and well signed?		✓

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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?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓	
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?	✓	
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	

### School's Audit Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do you have the facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. We are fully compliant with accessibility standards.

Provision of information to pupils with a disability is currently provided by review meetings, parent consultation evenings and meetings with external agencies as required. Information from external agencies will be discussed and they are encouraged to attend meetings with parents. The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.

Prospective parents of pupils with Education Health and Care Plans (EHCPs) and pupils identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school. These pupils may be visited in the pre-school setting and/or the home by school staff. It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.

To ensure the future of the accessibility plan this plan should become less of an independent strategy and more of a thread running through all the school's plans and policies. Progress with the Accessibility Plan will be monitored and evaluated annually by the School Governors and, following each review, amended as necessary.

This plan should be read in conjunction with the following policies:

- SEND Policy and SEND Information Report
- Equalities Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Behaviour and Anti-bullying Policies
- School's Prospectus
- School's Vision and Values

Accepted by the Governing Body: November 2022  
Review Date: November 2025

St James' CE Primary School is committed to the safeguarding of our pupils and staff.



## St James' CE Primary School - Accessibility Plan 2022-2025

Target	Strategies	Outcome	Who	Timescale
<b>To identify pupils with disabilities</b>	<ul style="list-style-type: none"> <li>Update records on current disabilities yearly.</li> <li>Ensure new starters (both in year and new in Reception) needs are quickly identified.</li> <li>Liaise with parents, prior provision etc.</li> <li>Liaise with outside agencies as appropriate.</li> </ul>	All current pupils with disabilities recognised and catered for.	SENCo	Ongoing
<b>Increase access to the curriculum for pupils with a disability</b>	<p>Ensure that we continue to:</p> <ul style="list-style-type: none"> <li>Offer a differentiated curriculum for all pupils based on their individual need.</li> <li>Tailor resources to the needs of pupils who require support to access the curriculum.</li> <li>Track progress for all pupils, including those with a disability.</li> <li>Set effective targets that are appropriate for pupils with additional needs.</li> <li>Review the curriculum &amp; resources to ensure it meets the needs of all pupils.</li> <li>Monitor planning, delivery and data to ensure all can access the curriculum.</li> <li>Ensure adult support is provided where appropriate to allow equal access.</li> <li>Review and adapt the curriculum when needed based on new starters etc.</li> </ul>	All pupils will be able to access the curriculum through differentiated planning, delivery and resources (both human resources & physical resources) Specialist resources bought / created were needed.	HT, SENCo	Ongoing
<b>To ensure a smooth transition of all pupils with SEND between Year groups and Key stages / Secondary provision etc.</b>	<ul style="list-style-type: none"> <li>EYFS home visits / nursery visits to be carried out prior to new intake in school.</li> <li>Taster sessions for Reception children (in the Summer Term) in school prior to their starting date.</li> </ul>	Pupils will feel safe within the learning environment and all necessary staff will be aware of the needs of specific individuals and adapt the curriculum, environment etc. to support them within the school.	All Staff	Ongoing

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	<ul style="list-style-type: none"> <li>• End of year provision - Class teachers to have a specific handover meeting to focus on the layout of the classroom, environment, learning needs, transition arrangements (social stories for example) etc. to ensure accessibility for children with a range of learning / behavioural / physical needs.</li> <li>• Transition to secondary school – Class teachers to meet secondary staff, SENCo to ensure documents are forwarded to new schools.</li> <li>• Regular discussions and communication regarding safeguarding (between the safeguarding team) to discuss children at risk.</li> </ul>	Rigorous transition protocol in place.		
<b>To improve the attainment and participation of pupils with social, emotional and mental health difficulties.</b>	<ul style="list-style-type: none"> <li>• Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENCo.</li> <li>• Refer identified children for support where required both internal / external e.g. school counsellor for sessions, Sensory sessions in the sensory room. music therapy etc.</li> <li>• Review learning support for children with SEMH difficulties and adapt as required.</li> <li>• Create a provision map for these pupils to gain an overview of the support they are receiving.</li> </ul>	<p>Children with SEMH become more engaged in their learning and as a consequence attainment and progress improves.</p> <p>This group of children will feel empowered and develop strategies to support their Social and Emotional needs.</p>	SENCo, Safeguarding team	Ongoing
<b>To ensure all staff know how to meet the needs of children with SEND</b>	<ul style="list-style-type: none"> <li>• All staff to have specific training relevant to the needs of the children within the school both internally or externally.</li> <li>• Monitoring to take into account provision for SEND pupils e.g. Lesson observations etc.</li> <li>• Build links with outreach services who may have expertise in specific SEND areas.</li> </ul>	Inclusive provision is promoted and all staff has the expertise necessary to work with the pupils within their care.	HT, SENCo	Ongoing

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	<ul style="list-style-type: none"> <li>• Update staff on legal / government/ LA/ LDBS expectations and policy.</li> </ul>			
<b>Improve and maintain access to the physical environment.</b>	<ul style="list-style-type: none"> <li>• Ensure that there is at least 1 sink with a tap that can be turned on and off without undue force needing to be used.</li> <li>• Maintain the adjustments made for children with specific needs e.g. painting support pools black and white for children with visual impairment.</li> <li>• Clear signage across the school to indicate access areas.</li> <li>• To consider accessibility in all purchasing refurbishments and decorating decisions</li> </ul>	The physical environment is reflective of and assessed in light of our pupils at the time, ensuring access for all.	HT, SENCo, Premises Manager	On-going