



**St James's C of E  
Primary School**

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Faith Friendship Fulfilment

## **Accessibility Policy**

**Ratified on: 21<sup>st</sup> March 2024**

**Ratified by: Lee Salton-McLaughlin**

**Review date: March 2025**

**Written by: Miss Hannah Scott**

## **St James's CE Primary School Accessibility Plan**

to be read in conjunction with the Equality Policy

### **School's Planning Duty**

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010, these include:

- **To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school.**
- **To prepare and publish a disability scheme or plan to show how they will meet these duties.**

According to the Act a disabled person is defined as, 'someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.' The effect must be substantial, long-term and adverse.

The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan is a part of the school's statutory duty to plan for future needs of members of the school's community who have a disability. It sets out how the governing body plans to proactively improve the equality of opportunity for those within school who have a disability.

In accordance with the Act, the plan focuses on three areas:

- **Increasing the extent in which disabled pupils can participate in the school's curriculum.**
- **Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.**
- **Access to written information.**

### **Contextual information**

#### **Current range of disabilities at St James's:**

- Pupils with visual impairment (no pupils with blindness)
- Pupils with hearing impairment
- Pupils who are on the Autistic Spectrum and have speech and communication needs
- Pupils with moderate learning difficulties
- Pupils with social, emotional and mental health needs
- Pupils with medical needs such as Diabetes, Anaphylaxis, Cystic Fibrosis and Asthma

Although these may be the main disabilities present currently within our school, St James's recognises the need for the school to be accessible to others, whose disabilities may not be listed above, such as parents, carers and other visitors.

### **Current provision/ accessibility**

## **Physical disability:**

The school is on two levels in some parts, however there is access to all areas of school using the designated outdoor pathways and ramps.

The play areas are accessible for all as they are on ground level. Currently, access to the school hall for wheelchair users is via the EYFS playground and through a side door, using a small ramp. The school stage is not used daily and awards are presented to all children on the hall floor. If a pupil was in a play or performance, arrangements would be made to ensure the pupil was not discriminated against and fully included in a safe way.

There are two accessible toilets on the premises – one outside Year 3 classrooms and the other in the ICT suite.

The car park has a marked disabled parking bay and is on ground level. From the car park, the main office is accessible via a small gate and walking across the patio area outside the Year 1 classrooms. There is a touch pad on the outside of the main door which will open the door automatically.

The SENCO, in partnership with parents, will co-ordinate the implementation of Physiotherapy or Occupational Therapy programmes within school. In addition, support staff run interventions relating to physical disability such as 'Get Moving' and 'Kinetic Letters' handwriting. Equipment such as laptops can be used to help pupils with the physical effort of writing long pieces of work within lessons. Physical Education lessons or lessons with a physical element will be differentiated to meet the needs of pupils with physical difficulties.

## **Visual (VI) and Hearing (HI) Impaired:**

The school environment and physical building has been assessed to improve accessibility for people with VI or HI. Presently, areas of the school have highlighted hazards such as stairs, raised areas, and steps – these are painted with a white stripe against a contrasting background. Handrails are attached to all stairs.

Displays are created with key information and the majority of text large enough for all people to see including those with visual impairment. All information is available (on request) in large font for members of the school community who may require this.

Classrooms will be adjusted to meet the needs of a child with a VI or HI and teachers will follow advice from a Qualified Teacher of the Deaf or Specialist Teacher from Visual Impairment. Additional training for staff will be arranged, if needed.

All classrooms have blinds to reduce glare with low level ceilings, carpets and double-glazed windows to reduce unwanted noise.

In the event of fire or fire drills, the fire alarm will give an auditory warning and a visual warning (flash). Children with visual or hearing impairments will have a PEEP (Personal Emergency Evacuation Plan) to enable a safe and swift departure from the building.

The corridors, cloak rooms and other rooms including classrooms are organised in a clear, logical way without obstruction. The curriculum and written information is accessed through differentiated resources; enlarged resources are available, according to the pupil's individual need. Where word banks and teacher scribed work are used, these will be made large enough

and in a colour suitable for all members of the class to see. Visual prompts are used as standard practice within lessons. If necessary, the teacher will give written feedback in a colour and at a size suitable for the pupil to read independently. If more appropriate for the pupil, the teacher will give more feedback in verbal forms. Coloured paper or coloured overlays will be available, where necessary.

If needed, pupils with VI or HI will receive scaffolding support in a small group or individual level to access the curriculum. Pupils with either visual or hearing impairments will be positioned appropriately within the classroom where they can access the learning environment, engage with the teacher and fully access the delivery of the lesson.

Technical aids such as hearing aids, sound field systems and radio aids, will be used within lessons and assemblies if needed by the pupil.

Staff may also run touch typing interventions, where recommended.

### **Autistic Spectrum Disorder (ASD) and Speech and Communication needs:**

Classrooms are adapted as fully as possible to meet the needs of children with ASD and sensory needs. Steps taken to improve the opportunities for pupils with VI and HI will also improve opportunities for children with ASD needs. However, when adapting the learning environment, the individual needs of the pupil will be considered, e.g. bright colours for a VI pupil may cause anxiety for a child with ASD.

A workstation may be set up to help limit distraction due to sensory overload within the classroom; however if the pupil finds this difficult there will be opportunities to work in a quiet area of the school away from the source creating the sensory overload. Sensory equipment will be purchased such as chews, sensory toys or ear defenders to help limit or self-regulate sensory needs.

Visual timetables and routines are set and talked through, particularly if any changes need to be made to the 'regular' school day. Social stories will be created for individual pupils, as required. Some pupils will have 1:1 teaching assistant support enabling them to access the physical building, the learning environment and the curriculum. Teachers and TAs will plan for and deliver a highly differentiated curriculum if required. Training will be provided for staff who require this. Clear and specific instructions between staff and pupils will be implemented and additional communication tools such as Makaton or PECS will be used if needed, to support not only pupils with ASD but other also other pupils including children with speech and communication needs.

The SENCO will source advice from Autism Outreach (AOS), Speech and Language Therapy (SALT) and Educational Psychology (EPS) where needed. Speech and Language programmes and advice will be implemented by support staff and teachers. Visual prompts and clear simple communication is used throughout the school which also aids pupils with English as an Additional Language. Interventions are available through Wellcom and Talkabout.

### **Social, Emotional and Mental Health difficulties:**

The school is secured with a magnetic gate and doors with locks/thumblocks to keep pupils safe. The school's Educational Psychologist and Sycamore Behaviour Outreach Team will be contacted to provide support and advice for pupils who exhibit social, emotional or mental health difficulties. In addition, the school's Safeguarding Team have systems in place for identifying concerns and making links with external agencies such as Children's Services. CAMHS and counselling referrals will be made when/if appropriate.

The Family Liaison Team will reach out to parents/carers who may need support and the school has two members of staff trained to run a Nurture Group. We also have a designated Nurture Room called 'The Den' to support pupils to de-escalate in a safe, calm space.

Our SENCo runs a 'Lunchtime Lounge' to enable pupils with social, emotional and mental health difficulties to access a calmer lunch time space, if needed. Most members of school staff, including lunch time supervisors, are trained in 'Emotion Coaching' techniques. Eight members of staff have received MAPA training (Managing Actual and Potential Aggression) to safely de-escalate pupils who may be exhibiting dysregulation.

We have a whole school Behaviour Policy, which supports the learning and behaviours of the majority of pupils in school. However, reasonable adjustments are made for pupils with social, emotional and mental health needs to ensure that appropriate sanctions are provided, based on individuals' needs. Positive Behaviour Plans and adaptations to provision or the classroom environment will be made to help pupils safely manage their emotions and make appropriate choices.

### **General Learning Difficulty:**

Classrooms, the curriculum and the learning environment are arranged with the needs of pupils with general learning difficulties in mind. Across school there are a range of accommodations in place for pupils with learning difficulties – these include: resources, differentiation, scaffolding through teaching and a range of interventions to meet the needs of reading, writing and maths difficulties. We access support and advice from the Learning Support Service (LSS) and Educational Psychologist (EPS).

Staff are trained in a number of interventions to meet the needs of the pupils in their care. These include:

- Precision Teaching
- Numicon
- Little Wandle Reading/Phonics
- Boosting Reading at Primary (BR@P)
- 1:1 support
- Small group support
- Booster groups
- Kinetic Letters

### **Medical:**

Pupils with medical needs will have a care plan when this is needed. The care plan will detail support needed to access the physical and learning environment. As a school, steps will be taken to put the care plan into practice.

Diabetes, Epilepsy and Cystic Fibrosis training will take place for the staff who have direct contact with pupils with these conditions – this will be delivered by specialist nursing staff from the child's hospital.

Training in the use of EpiPens to treat anaphylaxis will be undertaken by all staff on an annual basis, delivered by the School Nursing Team who also provide the individual care plans. Training for asthmatic pupils will be undertaken by all staff on an annual basis, delivered by the School Nursing Team. Individual asthma records are held in school, using a school proforma.

A high number of staff have undertaken Paediatric First Aid training. Two members of staff have completed the First Aid at Work course. Several members of staff have completed Forest School First Aid training.

If a pupil starts school with a medical condition which will require training, the school will take steps to secure this. Advice from medical health care professionals will be sought.

All children regardless of ability, disability, religion, race, gender, personal belief or medical need will be included in extra-curricular activities, school trips and residential visits. All activities will be risk assessed and adaptations or procedures put in place to enable all pupils to attend extra-curricular events, where possible.

### **Action Plan 2024-25**

#### **1. Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.**

| <b>Target</b>   | <b>Strategy</b>   | <b>Outcome</b>   | <b>Responsibility</b>  | <b>Timeframe</b> | <b>Cost</b>    |
|---|---|--|--|------------------|----------------|
| <b>To improve access to the school hall for wheelchair users.</b>   | Discuss best options for access with PIMIS Team and Diocese/LA planners.  | Plans drawn up to modify and improve entrance, including ramp.   | Head teacher<br>Governors  | 12 months        | TBC            |
| <b>To ensure that recommended aids, adaptations and software which will aid the learning of pupils with SEND are available, as appropriate.</b> | Take advice from external specialists involved with the child<br><br>Audit the equipment and software already available in school. Store unused items in a central place.                               | Items will be purchased/utilised as advised, when necessary.   | SENCo<br>Head teacher  | On-going         | Costs may vary |
| <b>To be aware of the access needs of parents/carers, staff, governors and regular visitors to the school.</b>                                  | Consider access needs of staff/governors during the recruitment process.<br><br>Encourage parents and regular visitors to the school to discuss their access needs with an appropriate member of staff. | All areas will be accessible to all visitors to the school.<br><br>Governors will ensure that staff access needs are catered for during the recruitment process and also for the duration of their employment. | Governors<br>Head teacher<br>Family Liaison Team<br>Office Staff<br>Teaching Staff | On-going         | -              |
| <b>To be aware of the access needs of new pupils before</b>   | Respond to these needs, with appropriate  | Appropriate adaptations will be sourced/in place so that new pupils  | SENCo<br>Head teacher<br>Governors   | On-going         | TBC            |

|  |  |   |   |                 |            |
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| <p><b>they enter the school, so that appropriate adaptations can be made to the school environment.</b></p>  | <p>advice, as quickly as possible.</p> <p>Take advice from appropriate agencies, particularly in the eventuality of a wheelchair user being admitted to the school, as the building changes level in a number of places. The feasibility of fitting wheelchair lifts has already been explored by the Diocese Planning Department.</p> | <p>can access all areas of the school environment. Every effort is made to adapt the building to meet the needs of a wheelchair user.</p> |   |                 |            |
| <p><b>Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children.</b></p> | <p>Advice and support sought from the relevant local authority specialist support services, at least annually.</p> <p>Individual PEEPs drawn up and shared with relevant staff.</p>  | <p>The environment is conducive to learning for pupils with sensory impairments.</p>  | <p>SENCo<br/>Class teachers<br/>H.I Service<br/>V.I Service</p> | <p>Annually</p> | <p>N/A</p> |

## 2. Increasing the extent in which disabled pupils can participate in the curriculum.

| Target  | Strategy  | Outcome   | Responsibility       | Timeframe       | Cost  |
|---|---|---|----------------------|-----------------|---|
| <p><b>To ensure that all Out of Hours clubs and educational visits are available to all pupils.</b></p> | <p>All venues for visits to be checked prior to visit.</p> <p>All risk assessments completed and acted on.</p> <p>All activities and visits are staffed appropriately in terms of numbers and expertise of staff.</p> <p>Ensure that external organisations providing after</p> | <p>All visits and Out of Hours clubs are fully inclusive and can be accessed by all pupils.</p> | <p>Group Leaders</p> | <p>On-going</p> | <p>May need to cost in staff time where a pupil requires 1:1 support.</p> |

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|   | <p>school clubs understand their responsibility to make appropriate provision for pupils with SEND.</p>   |  |  |                                  |  |
| <p><b>To ensure that teaching is differentiated to meet the needs of all pupils, so that they can access the full curriculum.</b></p>   | <p>Analyse data to ensure that pupils with SEND are making expected progress from their starting point in each class and groups of pupils across the school eg Dyslexic pupils, Autistic pupils.</p> <p>Provide training for staff, either individually or whole staff to ensure that they understand the learning needs of their pupils and know effective strategies to use in the classroom.</p> | <p>All pupils can access the full curriculum offer.</p>  | <p>Leadership Team<br/>SENCo<br/>SEND<br/>Governor(s)</p> <p>SENCo</p> | <p>Termly</p> <p>As required</p> | <p>N/A</p> <p>Training costs will vary</p>   |
| <p><b>To facilitate improved access to the curriculum by ensuring that writing becomes an automatic process, thus enabling thinking, reasoning and creativity to become more efficient.</b></p> | <p>Kinetic Letters programme to be used in all classes across the school.</p> <p>Resources to be purchased as required to support, e.g. lined exercise books, KL pencils.</p> <p>New staff to be trained on entry to the school.</p>  | <p>The writing process becomes automatic, allowing thinking, reasoning and creativity to develop, particularly for pupils with poor fine and gross motor skills.</p> | <p>Leadership Team<br/>Writing Lead<br/>Class Teachers</p>             | <p>On-going</p>                  | <p>Training costs per person (on asking)</p> <p>Resource costs will vary by amount</p> |



### 3. Improving the delivery of written information to disabled pupils/parents/carers.

| Target   | Strategy   | Outcome  | Responsibility   | Timeframe                | Cost                    |
|--|--|--|--|--------------------------|-------------------------|
| <b>To ensure that the school website has the facility to change print and background colour and print size to suit the users preference.</b> | Discuss requirement with appropriate IT expert.<br><br>Incorporate advice into future changes to website.  | Colour and size of print and colour of background can be changed to suit user preference   | Web Builder  | On-going                 | Annual fee              |
| <b>To ensure that worksheets and other printed material used in the classroom, is adapted to meet individual need.</b>                       | To take advice from relevant specialist services as to necessary adaptations and respond accordingly, e.g. printing on to paper of a particular colour for a child with visual stress or in a particular font size for a child with a visual impairment or in symbol form for a child who communicates using Makaton<br><br>Staff to be given relevant training. | Printed material in use in the classroom is accessible to all pupils.<br><br>School purchase of Communication in Print (Widgit Online) | SENCo<br>Class teachers<br>Specialist teachers                     | On-going<br><br>Annually | Resource costs may vary |
| <b>Be aware of parents who may need information presented in an alternative format or language.</b>  | Encourage parents to discuss their needs with an appropriate member of staff and respond accordingly.  | Printed material sent home is made available in a format which meets the needs of the individual parent.                               | Head teacher<br>Family Liaison Team<br>EAL Service<br>Office Staff | On-going                 | Printing costs may vary |