

**St James's**  
Church of England  
**Primary School**



**Faith**  
**Friendship**  
**Fulfilment**

## Accessibility Plan

Ratified on: 1.9.2021

Ratified by: A Millichip

Review date: 01.09.2022

## Our Christian Ethos

As a Church of England School our attitudes and responses to behaviour are based on Christian values. The life and teachings of Jesus inform the way that we behave as a community towards each other:

**'We believe that every child is made in the image of God; inherently valuable and unique amongst God's creations.'** School Vision 2019

Therefore, we respect the rights and feelings of everyone regardless of race, gender, religion, disability, social position, intelligence etc. We deal with each other's behaviour as individuals. We believe the best in each other and refer to disappointing *behaviour* rather than making any reference to the child. Forgiveness is one of our school's core Christian values.

**'We are an inclusive and welcoming family who celebrate each other's achievements.'** School Vision 2019

Therefore, we do not bear grudges and realise people can change their behaviours. We do not encourage retaliation or retribution. We allow time for personal reflection and choice about giving a genuine apology. We teach that honesty and forgiveness are better than denial and guilt.

**'Our Christian Values are at the heart of all that we do; nurturing a sense of belonging and shared identity.'** School Vision 2019

Therefore, we are committed to including everyone. We prepare children to live harmoniously in a world of diversity and difference. We acknowledge that there is often a reason why children display behaviours and will seek to understand and unravel this with the child, family and other agencies as appropriate.

**'Through our established, local and global links, children learn to be responsible and respected citizens.'** School Vision 2019

Therefore, we do not make prejudiced and quick judgements. We listen and expect the truth. We are called to respond to the needs of the victim *and* those behaving inappropriately.

**'We will ensure that all children know, experience and understand the love of Jesus Christ; supporting children on their journey of learning, faith and spirituality.'** School Vision 2019

Therefore, we recognise how difficult it can be getting along with some people and nurture skills of tolerance, independence, patience and respect. We need to make clear that certain behaviour is unacceptable and, depending on the situation, sanctions may have to be put in place.

## **Accessibility Plan 2021**

(to be reviewed annually)

### **The Purpose of this Plan**

This plan shows how St James's CofE Primary School aims to increase the accessibility of its school for disabled pupils, staff, parents/carers and visitors.

### **Definition of Disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### **Current range of known disabilities in school**

The school has children with a range of learning difficulties and disabilities from all four areas of need, as defined by the Code of Practice:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

There are also a number of children with recognised medical conditions such as diabetes and epilepsy.

### **Context of the Plan**

#### **1) Increasing the extent to which disabled pupils can participate in the curriculum**

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

#### **2) Improving the physical environment of schools**

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms. Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

### **3) Improving the availability of accessible information to disabled pupils**

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

## The Plan

### 1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the ethos of the school. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to attend after school clubs, leisure and cultural activities and educational visits.

Target	Strategies/Actions	Time Frame	Who	Outcomes
<ul style="list-style-type: none"> <li>To ensure that all after school clubs and educational visits are available to all pupils</li> </ul>	<ul style="list-style-type: none"> <li>All venues for visits to be checked prior to visit</li> <li>All risk assessments completed and acted on</li> <li>All activities and visits are staffed appropriately in terms of numbers and expertise of staff</li> <li>Ensure that external organisations providing after school clubs understand their responsibility to make appropriate provision for pupils with SEND</li> </ul>	On-going	Group leaders	All visits and after school clubs are fully inclusive and can be accessed by all pupils
<ul style="list-style-type: none"> <li>To ensure that teaching is differentiated to meet the needs of</li> </ul>	<ul style="list-style-type: none"> <li>Analyse data to ensure that pupils with SEND are making expected progress from their</li> </ul>	On-going	LT SENCo	All pupils can access the full curriculum offer

<p>all pupils, so that they can access the full curriculum</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>starting point in each class and groups of pupils across the school eg Dyslexic pupils, Autistic pupils</p> <ul style="list-style-type: none"> <li>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</li> <li>Kinetic letters programme to be used in all classes across the school</li> <li>Materials to support the programme to be purchased on a rolling programme</li> <li>Training for existing staff to continue and new staff to be trained on entry to the school</li> </ul>	<p>On-going</p>	<p>All staff</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>
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## 2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Targets	Strategies/Action	Time Frame	Who	Outcomes
<ul style="list-style-type: none"> <li>To ensure that recommended aids, adaptations and software which will aid the learning of pupils with SEND are available, as appropriate</li> <li>To be aware of the access needs of parents/carers, staff, governors and regular visitors to the school</li> <li>To be aware of the access needs of new pupils before they enter the school, so that appropriate adaptations can be made to the school environment</li> </ul>	<ul style="list-style-type: none"> <li>Take advice from external specialists involved with the child</li> </ul>	On-going	SLT SENCo	Pupils have the appropriate aids available and in use
	<ul style="list-style-type: none"> <li>Audit the equipment and software already available in school. Store unused items in a central place</li> </ul>	Annually	SENCo	
	<ul style="list-style-type: none"> <li>Consider access needs of staff/governors during the recruitment process</li> <li>Encourage parents and regular visitors to the school to discuss their access needs with an appropriate member of staff</li> </ul>	On-going	Headteacher Governors  Headteacher SENCo Class teachers Parent Liaison Officer SLT Governors	All staff, governors, parents/carers and regular visitors can access appropriate areas of the building
	<ul style="list-style-type: none"> <li>Respond to these needs, with appropriate advice, as quickly as possible</li> </ul>	When necessary	SENCo SLT Governors	Every effort is made to adapt the building to meet the needs of a wheelchair user



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

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Targets	Strategies/Actions	Time Frame	Who	Outcomes
<ul style="list-style-type: none"> <li>To ensure that the school website has the facility to change print and background colour and print size to suit the users preference</li> </ul>	<ul style="list-style-type: none"> <li>Discuss requirement with appropriate IT expert</li> <li>Incorporate advice into future changes to website</li> </ul>	September 2021	Office team S Mason Wix	Colour and size of print and colour of background can be changed to suit user preference
<ul style="list-style-type: none"> <li>To ensure that worksheets and other printed material used in the classroom, is adapted to meet individual need</li> </ul>	<ul style="list-style-type: none"> <li>To take advice from relevant specialist services as to necessary adaptations and respond accordingly eg 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</li> </ul>	On-going	Class teachers SENCo	Printed material in use in the classroom is accessible to all pupils
<ul style="list-style-type: none"> <li>Be aware of parents who may need information presented in an alternative format or language</li> </ul>	<ul style="list-style-type: none"> <li>Staff to be given relevant training</li> <li>Encourage parents to discuss their needs with an appropriate member of staff and respond accordingly</li> </ul>	On-going	Headteacher SENCo Class teachers Parent Liaison Officer SLT	Printed material sent home is made available in a format which meets the needs of the individual parent

