

ACCESSIBILITY POLICY AND PLAN



St. James' Church of England Primary Academy

Approved By: Local Governing Body

Date: July 2025

Next Review Date: July 2028



ACCESSIBILITY POLICY AND PLAN

All our policies are written with the objective of continuously improving our school in our aim of realising St. James' vision, which is to create a community that reaches their full potential:

"He told them another parable: "The kingdom of heaven is like a mustard seed, which a man took and planted in his field. ³² Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."

Matthew 13: 31-32

We believe a small act of kindness and an act of faith can have a huge impact on another's life.

Our Governors, leaders and staff uphold the vision of

'We grow together, through God we are Giving, Loving and are Honest'

Vision

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

We are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. St. James' know that before God we are all equal.

We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion. The plan will be made available online on the school website and paper copies are available upon request.

St. James' is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We also support any available partnerships to develop and implement the plan.

Our Complaints Procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets 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.

Links with Other Policies

This Accessibility Plan is linked to the following policies and documents:

- Health and Safety Policy
- Risk Assessment Procedures
- Equality Information and Objectives
- Special Educational Needs and Disabilities (SEND) Information
- Supporting Pupils with Medical Conditions Policy

Physical Environment

St. James' will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

ACTION PLAN

This Action Plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

Target	Strategy	Timescale	Responsibility	Evaluation/Impact
<p>Access to the Curriculum</p> <p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> St. James' offers a differentiated curriculum for pupils We use resources to support the needs of pupils to enable them to access the curriculum Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils Carefully differentiated tasks are planned for lessons and homework. 	Ongoing	SLT Class Teachers Teaching Assistants	<ul style="list-style-type: none"> ✓ Staff prepared and informed about how best to meet individual needs ✓ All children are engaged and included in learning ✓ People with disabilities are seen in a positive light ✓ The children are educated about equality and how to manage disability
<p>Consider and carefully plan for transition for any pupils with SEND from Year R to KS1 KS1 to KS2 KS2 to KS3</p>	<ul style="list-style-type: none"> Specialist aids/equipment/physical aids can be made available (in conjunction with medical professionals where appropriate) Reasonable adjustments to the physical environment for some children e.g. position and height of pegs, table and chair height, use of writing slopes, sit and move cushions, sensory supports. Consideration of available rooms which need to be changes to maintain inclusive practices (use of Hub and DT Room) Clear plan which will show who is informed when there are any changes and adequate time is given to making any necessary changes to locations Close liaison and information sharing within school for children as they move through the school and with their next setting 	Ongoing as required	HSSW SENCo in liaison with health professionals	<ul style="list-style-type: none"> ✓ Pupils are able to access education
	<ul style="list-style-type: none"> Consideration of available rooms which need to be changes to maintain inclusive practices (use of Hub and DT Room) Clear plan which will show who is informed when there are any changes and adequate time is given to making any necessary changes to locations Close liaison and information sharing within school for children as they move through the school and with their next setting 	Ongoing	Headteacher SENCo HSSW Governors Advice from external professionals as necessary Class Teachers	<ul style="list-style-type: none"> ✓ Children who join St. James' with SEND or who may during their time at school develop SEND, are able to stay until Year 6 ✓ Transition points are managed smoothly with as little distress to the pupil as possible

Target	Strategy	Timescale	Responsibility	Evaluation/Impact
Trips and Visits (including residential trips where possible) need to be accessible to all pupils	<ul style="list-style-type: none"> Staff to plan trips/visits which will be accessible for their whole year group Seek advice from health professionals before commencing residential trips Risk assessment as necessary 	Ongoing	Headteacher SENCo Class Teacher Educational Visit Co-ordinator	<ul style="list-style-type: none"> Special Needs children are not excluded from activities
Access to during/after school clubs	<ul style="list-style-type: none"> Ensuring disabled pupils can take part in during/after school activities 	Ongoing	SENCo PE Lead Club leads Outside agencies providing clubs	<ul style="list-style-type: none"> Children with SEND are able to join school clubs if they wish
Ensure that the medical needs of all pupils are fully met within the capabilities of the school	<ul style="list-style-type: none"> Health Care Plans in place for pupils with medical conditions 	Where necessary	SENCo	<ul style="list-style-type: none"> Plans reviewed annually or as needed Communication systems ensure all staff are aware of the pupil needs Pupils with medical needs able to access education with reasonable adjustments
Access to the Physical Environment				
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> Corridor width Corridors kept free from obstructions Disabled toilets and changing facilities Library shelves at wheelchair accessible height 	If wheelchair access required then adjustments will be made to suit	Caretaker	<ul style="list-style-type: none"> All changes to the premises reflect the needs of disabled users.
To be aware of the access needs of disabled children, staff, governors and parents/carers	<ul style="list-style-type: none"> To create Risk Assessment/Personal Evacuation Plans for individual disabled children or children with temporary disability. To ensure parents, staff, visitors and governors can access key areas of the school e.g. those areas used for meetings. Ask for feedback concerning any 	As required	Headteacher SENCo Caretaker	<ul style="list-style-type: none"> Individual plans are in place for disabled pupils and all necessary persons are aware of pupils' needs. Parents/staff/visitors/governors continue to have full access to all areas of school.

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problems with access to any areas of the school – from anyone with disabilities.				
<ul style="list-style-type: none"> • Possibility of e.g. shrubs obstructing pathway or interfering with wheelchair access. • Poor pathways, which access the school. 	<ul style="list-style-type: none"> • Caretaker to monitor regularly and ensure removal of obstructions to footpaths. • Feedback from parents and visitors to help identify any pathways around the school that are difficult to access. • Communicate to Medway Council, regarding pathways – cycling children and rainwater causing overlarge puddles reducing access to the school gate. 	<p>Annual Check</p> <p>Ongoing as a project</p>	<p>Caretaker</p> <p>Headteacher</p> <p>Caretaker</p> <p>School Ambassadors</p>	<ul style="list-style-type: none"> ✓ Footpaths/gateways etc. are kept clear and there are no obstructions for disabled users. ✓ Children able to ride to school safely whilst still allowing pedestrians to walk. ✓ Rainwater to be drained away to enable pedestrians to get to the school gate without going through the puddle and getting wet.
Everyone has access to school via the front door	<ul style="list-style-type: none"> • School floor is via a ramp from the paths leading to external walkways outside the school. • Any building alterations to maintain access for all. 	Ongoing maintenance	Headteacher Caretaker	<ul style="list-style-type: none"> ✓ Disabled users can access/exit the school via the front door easily, during the school day e.g. if leaving to go to an external appointment.
Arrangements are made to ensure that children with broken limbs/injuries are appropriately supported	<ul style="list-style-type: none"> • Risk Assessments completed with adaptations stated as appropriate 	Ongoing and when required	Caretaker SENCo Headteacher	<ul style="list-style-type: none"> ✓ Risk assessments undertaken in conjunction with parents on return to school. ✓ Adjustments made e.g. use of laptop, inside play with a buddy.
Access to Information				
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> • Our school can use a range of communication methods to ensure information is accessible. This would include: <ul style="list-style-type: none"> ▪ Internal signage ▪ Large print resources ▪ Font size/type set ▪ Braille 	If and when appropriate	Class Teachers Caretaker SENCo	<ul style="list-style-type: none"> ✓ Partially signed/hearing impaired stakeholders have access to correspondence. ✓ Visually impaired stakeholders can access information displayed around the school.

Target	Strategy	Timescale	Responsibility	Evaluation/Impact
<p>To ensure that all parents can access information and are participants in their child's learning</p>	<ul style="list-style-type: none"> ▪ Pictorial or symbolic representations ▪ Hire of interpreter/sign language ▪ Visibility of information and signage on display in school • Assessments of needs to be completed as necessary. • School website • Newsletters – electronic and available in hard copies from the school reception as requested • ParentMail – text messaging • Parent Consultations • Pupil Reports • SEND information Report and links to supports for parents • Additional meetings for parents of pupils with SEND • Parents invited to Celebration Worship 	Ongoing	<p>Class Teachers SLT Governors SENCo</p>	<p>✓ Parents are engaged with school and have greater understanding of teaching and learning</p>