

St James' RC Primary School Accessibility Plan 2023-2026

Purpose of this Accessibility Plan

The core purpose of this plan is to show how our school intends, over time, to increase accessibility to the physical environment, the curriculum and the written information for all pupils with a disability. This is linked with the school's duty to make reasonable adjustments, which includes taking positive steps to ensure that disabled pupils can fully participate in the education provided by the school and to avoid any substantial disadvantage.

Definition of disability

Disability is defined by the *Equality Act 2010* as 'a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities'.

Key Aims

For pupils and other members of the school community with a disability to have:

- total access to our school's environment, curriculum and information; and
- full participation in the school community

Principles

- Compliance with the *Equality Act 2010* is consistent with our school's aims and Equal Opportunities Policy and SEN/D Information Report.
- Our staff recognise their duty under the Equality Act:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
 - not to treat disabled pupils less favourably;
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; and
 - to publish an Accessibility Plan
- In performing their duties Governors have regard to the Equality Act 2010, our school:
 - recognises and values the pupil's knowledge/parents' knowledge of the pupil's disability;
 - recognises the effect a pupil's disability has on his/her ability to carry out activities; and
 - respects the parents' and pupil's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Update on changes that have been implemented to date.

- A Visual Impairment Environmental Audit conducted by The Guide Dogs Children and Young People's Service, London Community Team positively confirmed no further adjustments to the school setting were required.
- Further CPD for staff including ASD awareness from CASPA, Preparing resources for Visually Impaired pupils, De-escalating Behaviour and Restorative Justice
- Increase in assistive technologies including laptops, iPads, apps and reader pens,
- Environmental improvements including the resurfacing of outdoor paths and playgrounds, a new central heating system, CO2 monitors, new windows and doors, a new fire alarm system with internal and external lights.
- Increase in the number of pupils attending extra-curricular clubs (gymnastics, chess, cross country)
- Translator tool added to the website

How this plan has been produced

- With input from pupils, parents, staff and governors.
- With consideration to the needs of those within our school community.
- With feedback from visitors to our school.
- With feedback from professional external agencies supporting members of our school community.

Access to the Curriculum

Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact
A scaffolded or adapted curriculum for children of all abilities that uses specific resources to ensure certain pupils are able to access the curriculum fully.	Training for specific staff including medical training. Continued CPD on scaffolding learning, assistive technology, learning styles and the Engagement Model, Continuous updating of SEND Passports and medical information	MW, JR, Admin staff	Medium	Annually Continuous updates Termly	
To ensure all children have access to extracurricular activities, regardless of their disability.	Range of extracurricular activities to be offered. Assessment of need and support required.	Class teacher, CC, JR	As required	As required	
To ensure children with visual impairment have access to the curriculum fully.	Teaching resources and display resources around the school to be of font sizes more than N24. Engage the support of Griffin Vision team.	Class teacher. TAs	Short term.	As required daily	

Access to the Physical Environment

Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact
Specific pupils have specific equipment and seating arrangements.	Transition meetings between year groups.	All teaching staff	Short	As necessary	
Flexible seating arrangements and classroom set up reflecting the needs of the pupils in the class.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / sensory/ physical needs (including table height adjustment)	JR Class teachers	Short	As necessary Annually for VI pupils	
Access Reception classroom, garden quad and house for wheel chairs.	Purchase a <u>threshold</u> ramp Training on how to use ramp safely and correctly.	JR/MG	Short term	Sept 2023	
To improve the visibility of yellow lines.	Repaint all yellow lines on playground and stepped edges to help with visibility	JJ	Short	Annually or as required	
To ensure all pupils with a disability have full access to, and can be involved fully in, the life of the school.	Ensure contact with Occupational Health to discuss potential needs. Create personal access plans for pupils as necessary.	JR	Short	As required	
To ensure visitors with a disability have full access to the site.	Ensure communications with visitors ask if a parking space, a hearing system or a specific line of vision/distance is required from screens/stage etc.	Office staff Author of letter.	short	As required	
Expand the availability of hearing systems in classes.	Hearing system to be installed in Y3	AG JR	Medium term	Sept 2023	

Access to Information

Accessibility outcome	Actions to achieve this	Who responsible	Long, medium or short-term	Achieved by	Evaluation of impact
To improve signage around school including visual clues to aid visually impaired and EAL.	Use widget symbols to create door signs to inform pupils, new staff, visitors to the school the particular use for the room and for them to identify important rooms. Font size minimum 24.	LMT Senco	short	Ongoing	
Improve communication at the front door.	Create pamphlets which are available at the front desk to direct parents and visitors to local support networks e.g. Bromley Children's Project	Office Senco	medium	ongoing	
	Create folder in the office with large print versions of safe guarding leaflet and information on Invenry system for visitors who may need it.	Office DSL	short	ongoing	
To improve the availability of written material in alternative formats when it is requested, including documentation on the website.	To draw on the school community, encouraging contact between parents with the same home language to support / interpret for new parents to the school, when/ if appropriate.	Office staff	short	Ongoing	