



St James the Less RC Primary School

Accessibility Plan - Revision for September 2024

Purpose of the Plan

The purpose of this plan is to show how St James the Less RC Primary School intends to secure appropriate access to the school for disabled pupils.

At St James the Less RC Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Our Mission Statement

Safe and secure in our friendly catholic school

Joyful and happy with Jesus in our hearts

To be the best that we can be

Love and respect for the uniqueness of everyone

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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".

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, **and**
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Governing Body of the school to secure appropriate access to education for disabled pupils in the three required key areas of; curriculum, environment and information;

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

St James the Less RC Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

Contextual Information

The whole of the school building and playgrounds are accessible for wheelchair users. St James the Less is a single storey building with a raised elevation in the junior classes which are connected via a long ramp. The only part of the school grounds not accessible for wheelchair access is the top embankment – Adventure and Discovery Land. The playgrounds are fully suitable and accessible for PE lessons should this be required.

School has designated disabled parking which is solely for the use of disabled children, however, school will always make reasonable adjustments on an individual basis and are able to reserve spaces if required. A disabled toilet is available and located by the offices.

The Current Range of Disabilities within this school

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, ADHD, visual impairment and significant medical needs. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have some children who have asthma and all staff are aware of these children (lists displayed in classrooms and a copy kept in register). Inhalers are kept in the classrooms. Some children have allergies or food intolerances, and these are included in the 'children with medical needs' details in classrooms, staffroom and the main office.

All medical information is collated and available to staff from the school office. We have competent First Aiders who hold current First Aid certificates and staff trained in paediatric first aid.

All medication is kept in the fridge in the school staffroom which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Accessibility Plan 2024-26

Strand 1: Increasing the extent to which disabled pupils can participate in the School Curriculum.

TASK	ACTIONS	TEAM(S) RESPONSIBLE	TIMESCALE	MONITORING	OUTCOMES
Annual Review/audit of resources for delivery of National Curriculum for inclusivity, especially outdoor areas	Purchase any new resources to broaden inclusivity for all groups esp disabled pupils.	Subject Leaders	2024-26 (annual review)	Subject Leaders	All groups of children have improved access to equipment.
Examine the attainment of pupils with a disability. Implement any interventions.	Tracking of pupil progress especially for disabled. Interventions put into place	SLT, assessment co-ordinator and inclusion co-ordinator	2024-26 (termly review)	Half termly by assessment co-ordinator SEC Governors	Children with a disability make age related expectation progress.

Strand 2: Improving Access to the Physical Environment

TASK	ACTIONS	TEAM(S) RESPONSIBLE	TIMESCALE	MONITORING	OUTCOMES
Annual Review/audit of resources outdoors including access to Adventure and Discovery Land	Purchase any new resources to broaden inclusivity for all groups esp disabled pupils.	Subject Leaders	2024-26 (annual review)	Subject Leaders Termly – Health and Safety LCC Site Supervisor Headteacher	All groups of children have improved access to outdoor resources.

Strand 3: Information for Disabled Pupils which is provided in Writing for Pupils who are not disabled

TASK	ACTIONS	TEAM(S) RESPONSIBLE	TIMESCALE	MONITORING	OUTCOMES
Seek opinions of parents to consider info such as: homework, times tables, worksheets, marking and feedback, notices and tests	Parental surveys, new data collection sheets to include section on whether parents, carers or pupils need access to information in other formats.	Office staff to inform staff	Summer 25 (possibly link with Parent Evenings)	Parents, carers receiving information in appropriate form for their needs	Better access of information for disabled parents, carers or pupils.
Staff Training if needed for visually impaired or any other disability	Advisory support or SEN support	SLT and all staff including TAs	When needed	Training monitored by headteacher	Staff receive appropriate support/training if needed

Strand 4: Disability Equality Duty-Whole School Actions

TASK	ACTIONS	TEAM(S) RESPONSIBLE	TIMESCALE	MONITORING	OUTCOMES
Continue with the Equality Working Group to ensure nobody discriminated against	HT, Curriculum Committee, School Council & parents/carers	Equality Working Group/ Head/teachers	2024-25	Curriculum committee	Group focus on attaining Equality Marks
Amend data collection sheets on staff, parents/pupils about adjustments needed.	School office to collect information on data collection sheets. Inform HT and staff	School office and HT	2024-26	School Office	More information received and actioned regarding disability needs
Plan Visual Awareness Week	Teachers, TAs. Visitors to sch	Key Stage Leaders	Sept 2024-2025 2026 Annual event as part of curriculum planning	Teachers to seek views of pupils	Raised awareness for all