



ACCESSIBILITY POLICY AND PLAN

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Type of Policy:	School Statutory Policy

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
1	Oct 2023	CP			To be approve by LGB

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Introduction

Our **vision** for our Trust is we exist to:

Help every child achieve their God-given potential

Our **aims** are clear. We aim to be a Trust in which:

Developing the whole child means pupils achieve and maximise their potential

Continued development of staff is valued and improves education for young people

All schools are improving and perform above national expectations

The distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

Aspiration

I can do all things through Christ who strengthens me
(Philippians 4 vs 13).

Wisdom

Listen to advice and accept discipline, and at the end you will be counted among the wise
(Proverbs 19 vs 20)

Respect

So in everything do to others what you would have them do to you
(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: *I have come that they may have life, and have it to the full.*

Our School Vision

Learning as a family in Jesus, through Love, Hope and Forgiveness.

Matthew 19:26 "*with God all things are possible.*"

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

In accordance with our values, St James' CE Primary Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We will work with any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Self Assessment & Action plan

Our Self Assessment and Action Plan are at Appendix A and B respectively.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO and Headteacher.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

Appendix 1 – Action Plan

Produced from Self-Assessment (Appendix 2)

Date: October 2023

Lead Area	Area for Development	Strategy	Outcome	Timeframe	Achievement
Participation	Parents of children with additional needs have opportunities to formally feedback on the school's practice and provision for their child.	<p>Increased attendance at the SEND coffee morning. School to look to have professionals attend the coffee morning to increase attendance.</p> <p>Parents of children with additional needs to have the chance to comment on the provision their child is receiving and suggest improvements (e.g. through a questionnaire).</p>	Parents are active participants in moving Inclusion forward in our school and feel their contributions are valued.	On-going over the next 3 years.	Continue to work on this. Parents have the opportunity to feedback at IPP meetings but more could be put in the parent survey to give parents with additional needs an opportunity to comment on SEND specifically.
Risk Assessments	Improvement to risk assessment process for individuals coming into the school.	<p>Dynamic individual risk assessments are done for high risk users prior to arrival</p> <p>Standard risk assessments include specifics of working with people both with physical and learning difficulties</p>	Risks surrounding specific children /adults are considered in advance of arrival and strategies in place before starting.	Completed December 2022	Achieved. Children who are pose a risk to their own or others safety have a risk assessment in place.

Appendix 2 – Self Assessment

Date: October 2023

	Red	Amber	Green	Blue
Inclusion/ Exclusion	Disabled young people are actively or passively excluded e.g. parents being told that the activity is not suitable.	Disabled young people are included, but actively not adapted to optimise involvement. Needs of disabled young people not adequately considered or planned for.	Disabled young people are included and actively adapted, when required, to optimise involvement. Needs of disabled young people considered and planned for.	Proactive approach to including disabled and young people by all staff.
Policies & procedures	No recognition of inclusion in policies or procedures.	Recognition of inclusion policies in place but no evidence of implementation.	All staff aware of and implement inclusion in all policies. Staff contribute to reviewing and updating inclusion policies.	All staff aware of and actively implement inclusion policies. Staff, parents and disabled young people contribute to reviewing and updating inclusion policies.
Safeguarding	Safeguarding or child protection policies not in place or up to date. Staff unaware of procedures or protocols. DBS checks not done for any or many staff.	Safeguarding and child protections policies in place, but not universally adhered to. Inconsistent staff awareness of procedures and protocols. DBS checks are completed for some staff.	Safeguarding and child protection policies in place, adhered to and regularly updated. DBS checks are completed for all staff. Management mindful of safer recruiting legislation. School committed to keeping young people safe.	Safeguarding and child protections policies in place, actively adhered to and regularly updated. Staff aware and adhere to procedures and protocols. DBS checks are completed for all staff and are regularly updated. All relevant staff mindful of safer recruiting legislation. School and all staff are committed to keeping young people safe.
Risk management	No recognition of inclusion aspects in risk assessment.	Staff consider ways to work with disabled young people with specific individual needs on arrival and manage risks accordingly.	Prior to arrival risk assessments are discussed with the disabled young people and their parents and are managed accordingly.	Dynamic individual risk assessments are done for high risk users prior to arrival. Standard risk assessments include specifics of working with people both with physical and learning difficulties. Strategies are recorded for managing groups with challenging behaviour.

	Red	Amber	Green	Blue
Wheelchair accessibility	No access to building or surrounding/outside areas for wheelchair users. No accessible toilets available.	Limited access to building or surrounding areas for wheelchair users. Room layouts restrict manoeuvrability. Accessible toilet available. Some doors can be opened independently by wheelchair users.	Good access to building or surrounding/outside areas for wheelchair users. Room layout provide reasonable to good manoeuvrability. Accessible toilets are available. Most doors can be opened independently by wheelchair users.	All areas are fully accessible for wheelchair users. Room layouts provide excellent manoeuvrability. Accessible toilets with changing tables and hoists are available. All doors can be opened independently by wheelchair users.
General accessibility	Environment not suitable for physical and sensory difficulties (e.g. no ramps, no signage, induction loops).	Some disabled young people's specific physical and sensory needs are met – ramps, signage, induction loops).	Most disabled young people's specific physical and sensory needs are met. Visual and aural support available.	All disabled young people's specific physical and sensory needs are met. Sound absorbing resources, visual and aural support available. Raised letter signage/Braille throughout facilities instated as and when required. All classrooms are acoustically treated and we work closely with the hearing support service to provide any further adaptations for individual children.
Promotion	No positive images of disabled people within school promotional materials. No mention of site/activity accessibility within promotional materials.	Limited images of disabled people within promotional materials. Limited site/activity accessibility information is included within promotional materials. Promotional material only available in standard paper format.	Some positive images of disabled people within promotional materials. Site/activity accessibility information is included within promotional materials. Promotional materials available in other formats if requested in advance. Concessions available (e.g. Carers go Free policy)	Many positive images of disabled people within promotional materials. Site/activity accessibility information is easy to find in promotional materials. Promotional materials are presented in an accessible, easy to understand way. Promotional materials readily available in other formats. Concessions actively promoted (e.g. Carers go free policy).
Community/partnership working	No work with outside agencies (e.g. schools and support workers)	Infrequent working with outside agencies; only when requested by customer agency.	Regularly working with outside agencies to support staff and develop their skills as and when required.	Regularly working with many outside agencies to support staff and develop their skills in a proactive manner. Empowers staff to share their skills and knowledge with others. Signpost parents to outside agencies.

	Red	Amber	Green	Blue
Participation	School does not seek or take record of feedback from disabled young people or parents. Feedback that is provided has no influence on practice of policy. School does not liaise with disabled young people or parents.	School takes feedback from disabled young people when it is offered. There is no organised process for collection of feedback. Feedback is used to influence selected elements of practice. Some communication (formal and informal) with disabled young people and parents to identify individual needs.	School encourages disabled young people and parents to provide feedback and consults on all aspects of provision when applicable. There is an organised process for consultation. Feedback is used frequently to adapt practice and policy as required. Regular communication with disabled young people and parents to share information and to jointly plan for the needs of the young person (methods include both formal and informal conversations).	Disabled young people and parents are involved in all aspects of the design, assessments and evaluation of practice, delivery and policy. Feedback is sought via a wide range of creative and inclusive consultation and is published in all appropriate methods. Feedback is constantly used to adapt practice and policy. Pro-actively involving disabled young people and parents through regular communication (e.g. home visits and support groups).
Staff training/ approachability	Staff receive no disability awareness training.	Some staff receive disability awareness training. Staff generally display a positive attitude towards inclusion.	All staff receive disability awareness training. Staff are friendly and approachable and work towards finding positive solutions for everyone to ensure involvement.	Specific training offered to staff which includes condition specific training to meet the individual needs of the people attending. Staff are friendly and approachable and work towards finding positive solutions before issues arise. All staff are regularly trained and certificates are kept up to date.
Communication / visual support	No evidence of visual support available (e.g. picture cues, Makaton, use of props)	Inconsistent use of visual support, used only as a resource for individual young people. Staff have limited awareness of alternative communication systems available.	Consistently, clearly labelled and well-presented use of visual support. Signalong available and used during sessions. Staff have good knowledge of alternative communication systems available.	Range of visual support in place (variety of visual aids resources available and used). Evidence of signing environment. Staff have excellent knowledge of alternative communication systems.

	Red	Amber	Green	Blue
Autism awareness	No awareness or understanding of young people with autistic spectrum disorder (ASD)	Staff have some awareness of ASD.	Some staff have received ASD awareness training. Staff use a variety of approaches to meet the needs of young people with ASD. Consideration given prior to sessions on how to reduce potential anxiety of young people with ASD when running activities.	All staff have received ASD awareness training. Activities delivered in a way that considers different users specific needs. Consideration and implementation of inclusion methods specific to young people with ASD (provided by parents prior to sessions), on how to reduce potential anxiety of individuals.