



## ACCESSIBILITY POLICY AND PLAN

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<b>Type of Policy:</b>	<b>DCAT Statutory Policy</b>

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	September 2019	JP			
1	February 2020	PL			Reviewed

<i>Type of Policy</i>	<i>Tick ✓</i>
DCAT Statutory Policy	/
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	
Local Authority Policy	

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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:

**D**eveloping the whole child means pupils achieve and maximise their potential

**C**ontinued development of staff is valued and improves education for young people

**A**ll schools are improving and perform above national expectations

**T**he 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.*

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## Our School Vision

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

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

### Introduction

1.1 St. James' CE Primary Academy is committed to reviewing and improving the accessibility for pupils with a disability, where it is possible to do so. The nature and content of the academy's plan depends on:

- i. the disabled student population;
- ii. any prospective students with a disability;
- iii. the size iv. the resources available to it; and
- v. the strategic steer given by the Local Authority Inclusion Department, DfE and DCAT

1.2 This plan includes increasing access for pupils' with a disability to the academy's curriculum, reviewing access to the physical environment of the academy and improving the delivery of communication to pupils and parents, who may have a disability.

1.3 The academy will make best use of available expertise: pupils with a disability, their parents, specialist teachers, local voluntary organisations and others to help to identify practices and arrangements that act as a barrier to including disabled pupils; the Diocese will also be consulted to provide advice and information where relevant and always in the case of any capital expenditure or where alterations may need to be made to the building or grounds.

1.4 In producing the action plan the academy will:

- i. draw on detailed information, for example by using data on the presence, participation and attainment of disabled pupils to inform the priorities;
- ii. undertake a self-assessment of wider accessibility needs
- iii. collect information about disabled staff and parents;
- iv. assess the impact of the academy's policies;

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- v. draw on the principles contained in the academy's Single Equalities Policy and the on-going evaluation and review of this scheme.

## **2.0 INFORMATION GATHERING**

2.1 The gathering of information will include an analysis of:

- i. the presence of disabled pupils, for example: how many disabled pupils there are in the academy, which impairment groups are represented, or not represented, in the academy;
- ii. the participation of disabled pupils across the life of the academy, for example: in curricular and extra-curricular activities, in positions of responsibility; the factors affecting participation, for example: policies on the administration of medication, bullying, access;
- iii. achievements of disabled pupils as reflected in, for example: SATS tests, achievements in extra-curricular activities and the broader outcomes
- iv. the recruitment, development and retention of disabled employees including how disabled staff are represented amongst different groups of employees, at different levels of the academy, including the Local Governing Body and amongst those who leave the academy;
- v. the benefits of a diverse workforce

2.2 Appendix 1 to this Plan lists related documents

2.3 Appendix 2 to this Plan is the self-assessment undertaken by the academy

2.4 The information gathered by the academy in the self-assessment, has assisted in the agreement of the priorities set:

## **3.0 PRIORITIES**

3.1 The following priorities for the academy will be set in the light of:

- i. an examination of the information that the academy has gathered; and
  - ii. the messages that the academy has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.
1. *Seek to promote disability more in promotional materials*
  2. *Organise for feedback on disability support to be collected from disabled pupils*

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3. *Improve staff training on individual needs of some pupils*

#### **4.0 ACTION PLANS**

4.1 The following detailed action plans support the implementation of the Accessibility Plan and oversight of these to check progress is the responsibility of the Local Governing Body. Once the academy has produced an Accessibility Plan, the academy has a statutory duty to implement the Plan and to allocate adequate resource to it.

#### **5.0 ANNUAL REVIEW**

5.1 In the annual review on its Plan, the academy will report on the progress it has made on its action plan; and the impact of what the academy has done.

5.2 The academy will fully revise its Plan every three years or earlier if required e.g. due to changes in legislation or significant changes to the building, staffing or pupil needs.

5.3 As part of the review of its Plan, the academy will:

- i. revisit the information that was used to identify the priorities for the Plan; and
- ii. re-examine the information to see if actions that the academy has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

5.4 The review of the Plan will inform its revision: how the academy sets new priorities and new action plans for the next Plan. This process will:

- i. involve disabled pupils, staff and parents; and
- ii. be based on information that the academy has gathered.

5.5 The academy will align its Accessibility Plan, Suitability Survey/Conditions Plan and its Single Equalities Plan, all in consultation with the Diocesan Academies Officer and Diocesan Buildings Officer.



## Action Plan (from Self-Assessment)

Date: October 2022

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.	
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.	To be completed by December 2022	

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## Appendices

- Self-Assessment

## Appendix 1 – Self Assessment

Date: October 2022

	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 protection 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 protection 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.
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	Limited images of disabled people within promotional materials.	Some positive images of disabled people within promotional	Many positive images of disabled people within promotional

	materials. No mention of site/activity accessibility within promotional materials.	Limited site/activity accessibility information is included within promotional materials. Promotional material only available in standard paper format.	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)	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.
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.
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.