

Accessibility Policy and Plan
St James the Great Catholic Primary School



This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

- increase access to the curriculum for disabled pupils;
- improve the physical environment of the school to increase access for disabled pupils
- improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEND Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

Access to the curriculum and participation in school activities

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.

The school has already:

- Provided specialist hardware and software for the use of pupils with fine motor skill difficulties.
- Ensured that provision is made for children with disabilities in all of the trips undertaken by the school.
- Provided specific training for staff in Early Years on supporting children with a social communication and speaking impairments.

During 2024-2027 the school plans to:

- Continue to provide training for support staff to support children with SEND during class PE lessons as well as offering additional PE sessions where this will be most beneficial to pupils with additional needs or a disability.
- Continue to provide training for teachers, new to the school, so as to implement branch mapping for children who need these smaller steps to track and capture progress.
- Continue to provide bespoke support and training for staff to support children with specific medical needs so that these needs can be safely and successfully managed within the school setting.

Access to the Physical Environment

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community

The school has already:

- Investigated impact of layout and environment on children with ASC or other additional needs and changed room layout to facilitate this.
- Sourced specialist furniture to meet the needs of children with physical and medical requirements.

During the 2024 – 2027 the school plans to:

- Investigate the change of use of a room to facilitate more options to make learning more accessible for children with ASC.
- Continue to source additional PE resources/equipment/opportunities for children with additional physical needs.
- Continue to review the condition and replace where necessary, of finger-shields on doorways so as to keep the environment safer for those pupils with reduced mobility.

Access to Information

This involves improving the delivery of information to any member of the school community who has a disability

The school has already:

- Produced newsletters in alternative formats, e.g. more use of pictures to illustrate news, on-line so can be enlarged.
- Made more use of electronic communication; texts, emails.
- Consulted with parents, staff and pupils on the accessibility of information on the school website and amended as appropriate e.g. providing images (minimum text) and videos.

During the 2024- 2027 the school plans to:

- Continue to provide the opportunity for a staff member (Inclusion Manager) to meet with parents who need support in accessing information such as school applications, SEND consultations etc.
- Support parents who do not speak English and need information translated.

Further information and advice

https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Access to the curriculum and participation in school activities 2024-27

Area	Current Barrier	Objective	Actions	Time-Scale
Teaching and Learning	There are increasing numbers of children joining the school working at a level below their key stage and needing access to the preceding key stage in some curricular areas.	To use branch mapping for setting work and assessment. To use a curriculum which best fits the child's needs from which to plan activities.	Provide training for teachers, new to the school, on branch mapping for children who need these smaller steps.	From Spring 2025
PE Lessons	Children with SEND may find it hard to participate fully in class PE lessons as cognitively the vocabulary used and instructions are challenging.	Develop alternative activities which are simpler to follow. Include additional PE lessons where appropriate.	Provide support and training for staff where children need to access a curriculum at an early stage especially for those entering into KS2. Continue to provide training for support staff to support children with SEND during class PE lessons as well as offering additional PE sessions where this will be most beneficial.	Spring 2025/Autumn 2025
Activities and Trips	Children with specific medical needs may find it hard to participate in more active lessons and trips.	Ensure children can take part in active lessons and a range of trips. Organise alternative access options where needed.	Provide bespoke support and training for staff to support children with specific medical/physical needs.	Summer 2024

Access to the Physical Environment 2024- 2027

PE lessons take place both inside and outside.	Children with SEND and physical disability may find it hard to participate fully in class PE. Lessons or Special PE events and opportunities as the playground space, external specialist environment or equipment may not meet their specific needs. Children, especially with compromised mobility could injure fingers if finger shields deteriorate without replacement.	Allow children to participate in class PE sessions.	Investigate the facilities in the Playground and other venues for children with additional needs. Continue to source additional PE resources/equipment for those with additional needs	Summer 2027
Doorways to classrooms and main corridors.		Continue to ensure that finger guards are maintained to avoid injury.	Monitor and replace when necessary all damaged or worn finger guards.	Autumn 2026

Access to Information 2024 - 2027

EAL families and families needing support with written communication.	Increasing numbers of parents for whom English is not their first language or are not confident in written English who are unable to access particular aspects of education information.	Ensure parents are able to read and understand school paperwork, including SEND information.	Continue to provide the opportunity for a staff member (Inclusion Manager) to meet with parents who need support in accessing information such as school applications, SEND, consultations.	Ongoing as needed from Spring 2025
EAL families	Increasing numbers of parents for whom English is not their first language who would benefit from speaking to someone who can translate into their home language.	Ensure parents are able to discuss school information when they have questions.	Support parents who do not speak English and need information translated. Use of IT aids with signposting for further support and advice.	Ongoing as needed from Spring Term 2025