



St James' Catholic Primary School
Accessibility Plan
March 2023 – March 2026
(reviewed annually)



This Accessibility Policy and Plan are drawn up in compliance with current legislation relating to Disability, of the Equality Act 2010 (updated 2015). Local Academy Representatives are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. Under the Equality Act 2010 schools should have an Accessibility Plan.

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

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

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
- ✓ To publish an accessibility plan

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. St James' Catholic Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant statutory actions to:
 - **Improve and maintain access to the physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education. within a reasonable timeframe (Code E)
 - **Increase access for the curriculum for pupils with a disability**, expanding and making reasonable adjustments to the curriculum as necessary to ensure that all pupils with a disability are as equally prepared for life as their peers; this 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. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. (Code C)
 - **Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.** Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. (Code I)
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of the current Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.
7. The Plan will be monitored through the Local Academy Representatives.
8. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Adaptations made to St James' Catholic Primary School

- Installation of electronic whiteboards in teaching rooms to enhance teaching and learning
- Availability of electronic support for pupils with specific learning difficulties such as dyslexia e.g. laptops
- Availability of a variety of different coloured backgrounds to support pupils who benefit from this such as those with dyslexia
- Visual timetables for whole class and individual pupils
- Individualised support programs, personalised learning and high quality differentiated teaching to support access to the curriculum
- A medical room to meet the needs of pupils with medical needs

Objective 1: Improve and maintain access to the physical environment (Code E)

Outcomes	Accessibility Planning Code E- Environment I- Information C- Curriculum	Actions			Evidence/Monitoring/Success Criteria (add review in different colour font)	Dates (from and to)
		What/How	Lead	Resources		
Improve physical environment of the school	E	School will take account of the needs of pupils, staff and visitors sensory impairments when planning and undertaking refurbishments of the site and premises such as improved access, lighting and colour schemes Consider painting disability parking space. Rolling maintenance of ceiling	Principal/ SENDCo Finance	 Cost of having markings	Adaptations made to meet the needs of new visitors with a range Clear markings to indicate parking space Ceiling lights in good condition	ongoing

		lighting and ceilings.				
Maintain environment to ensure safe and swift exit in the event of evacuation	E	Clear corridors (free from clutter and obstructions) and classroom environment planned in accordance with pupil need Regular practice of routines and procedures	All staff		Clear exit routes	ongoing
Assess physical environment of the school	E	Audit to identify any environmental needs of the school	SENDCo and/or SLT	Staff release time	Environmental changes required are identified and will be added to Accessibility Plan	By May Half Term 2023 (Then ongoing)
Improve access for people with visual needs	E	Explore markings on outdoor areas	Office Manager	Cost of having marking done	Playground markings Changing access levels	
Pupils with sensory needs are supported to manage in the setting during lunchtime	E	Movement of pupils at lunchtime to reflect their sensory needs Support for eating in hall	SENDCo	Cost of staffing to cover supervision 1:1 Support at Lunchtimes	Pupils are able to manage sensory differences with support	
Access to better lighting conditions	E	Installation of window blinds into classrooms.	Principal	Cost of installation	Blinds Fitted and appropriate lighting	

			Office Manager			
Objective 2: Increase access for the curriculum for pupils with a disability (Code C)						
Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I - Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
Improved access to the curriculum	C	Appropriate differentiation is monitored by SLT/subject leaders. Advice from SENDCo Small group interventions Next Steps identified through PSS continuum's Regular reviews of SEND targets with parents and staff	SLT SENDCo	Staff release costs TA for groups Time to complete continuums and plan next steps Release for staff to attend meetings	Pupils work is appropriately differentiated All SEN children to show progress within English (14 targets) and maths (6 areas) by the end of the academic year Reduction in number of pupils on SEND register – progress made to reduce need for additional interventions	Ongoing with regular reviews
Improved access to the curriculum for pupils with ASD	C	ASD: Training for all staff to support children in school.	SENDCo	Training fee for CAT	Pupils with ASD make progress measured through tracking systems such as PSS Continuum's	Ongoing
Improved awareness of the graduated	C	SEND training – To understand the graduated response and three stages of Universal/Targeted/Specialist	SENDCo	Staff release	Greater progress from class support and targeted interventions made.	Ongoing

response and levels of support for children in school						
Improved access to the curriculum for pupils with Cognition and Learning difficulties	C	PSS Wave 3 Training for TA's	SENDCo	PSS cost Staff release	Pupils with Cognitive needs make progress in class through targeted interventions and class support	Ongoing Pathway
Improved access and early identification of Communication & Language needs	C	Training for staff on Language as required Assessment of EYFS pupils to ensure early interventions are put in place Makaton training for new September intake if required with identified child and CT's TA's Liaison with SaLT were applicable – consider MAC shared purchase of an independent SaLT to support needs of pupils in the MAC Staff training on Down's Syndrome	SENDCo TA CT	Language programme- Welcomm Staff release Cost of training	Pupils needs are identified, and interventions are put in place Pupils make progress Increased effective communication between pupils and staff Pupils with Down's Syndrome make progress	
Improved access to the curriculum for pupils with Social, Emotional and Mental Health needs	C	Advice and support from outside agencies for challenging behaviour (Steve Brown Behaviour Support (SBBST) or City of Birmingham School (COBS)), Communication and Autism Team, Coffee Mornings for parents Lunchtime Club	SENDCo CT	Outreach Services Cost Release time for meetings with agencies Supervision staff costs	Pupils maintain their placement with a reduction in exclusions. Reduction in challenging behaviours in identified pupils resulting in increased access and academic progress Positive feedback from parents and pupils Children's anxieties are reduced, and	Coffee Morning (Dates tbc)

					emotional needs are met to reduce likelihood of emotional outbursts or sensory seeking behaviours which affect curriculum access	
Improved access for pupils with physical and/or sensory needs	C	Currently not applicable				
Pupils with sensory needs are supported to manage their sensory needs	C	Sensory modulation equipment for children as required e.g. ear defenders, Oral motor devices Consider access to sensory boxes	SENDCo	Cost of resources	Pupils are able to manage sensory differences with support	
Educational visits and extra-curricular activities are accessible to all	C	Reasonable adjustments are made and venues are assessed prior to visits to ensure all pupils can access them	SLT/EVC Lead teacher for visit	Staff release	All pupils have access to visits and a range of activities	As required per trip

Objective 3: Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. (Code I)						
Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead/	Resources		
Accessibility of newsletters and school documents	I	School to provide newsletters and school documents in alternative formats as requested Availability of staff to support with understanding of written materials	SLT/ Admin	Cost of alternative formats Cost of staff time	Written materials are available in alternative formats Parents feel supported in their access to written materials	ongoing
Increased access to text for pupils with additional needs	I	Use of different coloured paper, font size, magnifiers, Dyslexia font Enlarged lines/squares in books Backgrounds on whiteboard Scribes and readers available as appropriate Use of symbols to support the written word where appropriate, such as social stories, signage	All staff	Cost of advice from outreach, additional materials. Preparation time Symbol writing ICT programmes	Pupils with additional needs are able to access written materials and improve their ability to make their written work clear.	ongoing

Revised Date: March 2023

Adopted by School Standards Committee:

Review Date: March 2026