



St. James'
CE First School

St James CE VC First School and Nursery: Accessibility Plan 2024-2026

The document provides the framework on which St James CE VC First School and Nursery has based the arrangements for Accessibility Plans that are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, the Equality Act 1020. St James First School Governors acknowledge accountability for ensuring the implementation, review and reporting on progress of the Accessibility Plan over the prescribed period.

1. This Accessibility Plan has been drawn based upon information supplied by the Local Authority, the Salisbury Diocesan Authority, and in conjunction with pupils, parents, staff and governors and will advise other St James' First School planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes.
2. The Accessibility Plan is structured to complement and support the St James First School Equality Objectives, and will similarly be published on the St James First School website. We understand that the LA will monitor the St James First School's activity under the Equality Act 2010 and will advise on the compliance with that duty.
3. We are committed to providing a fully 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 providing an environment that enables full curriculum access, 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability, to challenge negative attitudes about disability and accessibility and to developing a culture of inclusion, support and awareness within St James First School and Nursery.
4. St James CE VC First School and Nursery plans, over time, to increase the accessibility for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - a) Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the **physical environment** of the school and physical aids to access education.
 - b) Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers 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.
 - c) Improve 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.

5. Whole St James First School and Nursery training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
6. The Accessibility Plan should read in conjunction with the following St James First School and Nursery policies, strategies and documents.
 - Equality Objectives
 - Single equality Policy
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - St James First School and Nursery Academy Improvement Plan
7. The School's complaint procedure covers the Accessibility Plan
8. The Plan will be monitored through the Governing Board
9. The School will work in partnership with the local education authority and the Salisbury Diocesan Authority, in developing and implementing this plan and will adopt in principle the 'Dorset Accessibility Strategy, Access to Learning'.
10. This plan will be monitored by Ofsted as part of their inspection cycle.

St James First School and Nursery Accessibility Plan 2024-2026: **Improving the Curriculum Access**

| Target | Strategy | Outcome | Timeframe | Achievement |
|---|---|--|--------------|-------------|
| To develop a CPL programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them | Regular SEND update meetings for staff, liaison between SENDCo and staff. Staff training requirements identified and addressed through appraisal process. Interventions identified and in place to secure good outcomes for children. | All teachers fully meet the requirements of disabled children's needs with regard to accessing the curriculum. | Annual cycle | |

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|--|--|---|--------------|--|
| To ensure all out of school activities/ visits are planned to enable the participation of the hole range of pupils | Review all out of school provision to ensure compliance with legislation | All out of school activities/ visits will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Annual cycle | |
| To ensure classrooms are optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class basis (environmental checklist) | Lessons start on time without the need to adjust accommodate the need of individual pupils Children have ready access to a range of resources to support and scaffold learning | Annual cycle | |
| To deploy teaching assistance effectively to support pupils participation | Review needs of pupils within each class, ensure staff skills are matched to pupil needs | Pupil needs are appropriately met through effective deployment of skilled staff | Annual cycle | |
| All children on SEND register have an IEP | IEPs reviewed and shared with parents termly | IEPs form a key part of the planning process for all pupils specifically in preparing for intervention support | ongoing | |
| Training for staff in the identification of and teaching children with ASD, attachment | Relevant staff attend appropriate training Outreach provision from external agencies | All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. | ongoing | |

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| disorder and other specific learning and medical difficulties | | | | |
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Improving the delivery of written information:

| Target | Strategy | Outcome | Timeframe | Achievement |
|--|--|--|------------------|--------------------|
| Availability of written material in alternative formats | If required written format will be adjusted to suit the needs of the child | The school will be able to provide written information in different formats when required for individual purposes. | When required | |
| Make available school brochures, school newsletters and other information for parents in alternative formats | The school will publish all newsletters and key information on the schools website | Parents and families have access to all necessary school information | Ongoing | |

Physical Access

| Target | Strategy | Outcome | Timeframe | Achievement |
|--|---|--|-----------|-------------|
| Pupils physical needs are met allowing all pupils access to the whole school environment | School will adhere to recommendations from professionals and adjust and make adaptations to the environment where necessary | All children access whole school environment, this includes, classrooms, toilets, outside learning area and playground | Daily | |