St James First School and Nursery: Accessibility Plan 2026-2027

This document provides the framework on which St James *First School has based the arrangements for Accessibility Plans that are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.* 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 of St James First School 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) 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3) St James First School plans, over time to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

   - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment pf the school and physical aids to access education.
   - 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 any pupil.

- 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.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

4) The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

5) Whole St James First School 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 be read in conjunction with the following St James CE VA First School policies, strategies and documents:

    - Equality Objectives
    - Single Equality Policy
    - Special Educational Needs Policy
    - Behaviour Management Policy
    - St James First School Academy Improvement Plan

7) The School's complaint procedure covers the Accessibility Plan.

8) Information about our Accessibility Plan will be published on the School website

9) The Plan will be monitored through the Full Governing Board.

10) 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'.

11) The Plan will be monitored by Ofsted as part of their inspection cycle.

St James First School Accessibility Plan 2026-2027: **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 SENCo and staff. Staff training requirements identified and addressed through Appraisal process e.g. behaviour management for children on the autism spectrum, speech and language training, Interventions identified and in place to secure good outcomes for children	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Multi agency approach allows for full inclusion. Monitored through SENCo and Senior Leader tracking and Appraisal of staff	Each annual cycle	Increased access to an appropriate curriculum for all pupils, through: Whole School team joint planning days to address needs of whole school community and all teachers, opportunities provided for class TAs to contribute to planning and assessment Regular sharing of resources and expertise between and within year groups to ensure entitlement and utilise assets to best advantage. Whole school theme planning, allowing teachers to access alternative delivery/content for learning objectives, by children in their care diverting to other classes should the teaching and learning there be more appropriate. Joint analysis of individual needs data and therefore outcomes and interventions for all staff and children.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
				Release time with other specialists /professionals for Teachers and TAs/release time with SENCo.
All extra curricular activities are planned to ensure they are accessible to all children.	Review all out-of-St James First School provision to ensure compliance with legislation	All out-of-St James First School activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Each annual cycle	Increase in access to all St James First School activities such as educational visits, residential visits, extended St James First Schools activities and sporting events for all pupils. Examples: Sports Day races fully inclusive and adapted to specific physical needs to allow full participation and close liaison with parents to take into account wishes. After school clubs open to all children as a principle. Outings planned to take account of physical needs and staffing adjustments made.
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 bases	Children have ready access to a range of resources to support and scaffold their learning.	Each annual cycle	More time available for pupils to participate in curriculum activities Use of consistent visuals. Classrooms are well organised to support pupils independence and provide a calm, predictable environment.
To deploy Teaching	Review needs of pupils within each class Ensure staff skills are matched to pupil	Pupils needs are appropriately met	Reviewed each year	All pupils are supported to achieve their full potential.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Assistants effectively to support pupils' participation	needs	through effective deployment of skilled support staff		
To permit the participation of stakeholders in planning to enhance access to curriculum	Headteacher monitors curriculum – enthusiasm and success Breakfast Club enables a safe and secure 'lead-in' to the school day	Pupils needs are appropriately met		Parent and Child surveys commend school curriculum. Individual Teacher/parent conversations confirm curriculum access by all children.
To enable specialist SEN intervention groups.	Will adjust and respond as required following advice of outside professionals.	Pupils needs are appropriately met		Children's needs are appropriately met with high quality teaching and resourcing.

St James First School and Nursery Accessibility Plan 2026-2027: **Improving the Physical Access**

The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues.

The school is fully inclusive. The school ethos is to educate children according to their needs offering children a first-class education based on their individual needs. The school has good wheelchair access and Governors are aware that some entrance doors are not fully accessible by wheelchair users and that nearby entrances need to be used on some occasions. Acoustic adaptations have been made in areas where this is appropriate. All teaching areas are accessible for children and adults using wheelchairs.

LOCATION	**ITEM TO IMPROVE PHYSICAL ACCESS**	**ACTIVITY**	**TIMEFRAME**	**Cost (est.)** £
Corridors around school	Remove trip hazards Observe fire exit routes	Identify appropriate storage for equipment and ensure that items are not left indiscriminately Remove obstacles around signed emergency routes	Each year	
Children's Toilets	We have had a number of children who become distressed if the toilets are not maintained	Provide paper towels in toilet areas.	Each year	

St James First School and Nursery Accessibility Plan 2026-2027: **Improving the Delivery of Written Information**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	St James First School will make itself aware of the services available through the Trust and Dorset Council for converting written information into alternative formats. SEND parent information on website	St James First School will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	Ongoing service	Delivery of information to disabled pupils and parents improved
Make available St James First School brochures, St James First School newsletters and other information for parents in alternative formats	Review all current St James First School publications and promote the availability in different formats for those that require it	All St James First School information available for all through hard copy and website	Ongoing service	Delivery of St James First School information to parents and the local community improved
Raise the awareness of adults working at and for St James First School on the importance of using a range of communications systems according to individual need	On-going Appraisal arrangements Training on range of issues such as functional use of language, Sing-along and managing SALT plans	Awareness of target group raised	Ongoing service	St James First School is more effective in meeting the needs of pupils.