



St. James' Blackburn
CE Primary School

Vision Statement

Guided by our Christian Values we endeavour to inspire, cherish and serve our school community. We strive to be exceptional in all we do. We will nurture a love of all God's children. We seek to build respect for all faiths and beliefs.

'Serve one another in love' (Galatians 5.13)

Mission Statement

Together we value, inspire and develop each other within a happy, safe community based on Christian values and respect for other faiths.

'Show respect to everyone'

(Peter 1 2.17)

LOVE

'Serve one another in love'

(Galatians 5.13)

RESPECT

'Show respect to everyone'

(Peter 1 2.17)

COURAGE

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.'

(Joshua 1.9)

Accessibility Plan

Date Agreed by Governors: 15th October 2019

Governor Review Date: 15th October 2021

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed regularly and the views of a variety of stakeholders are taken into account. The plan is then approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St James’ CofE Primary School the Plan will be monitored by the Headteacher and evaluated by the relevant Governors committee. The Action Plan will be appended to this document.

St James’ Vision

St James’ CofE Primary School is an inclusive school. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning.

Guided by our Christian vision, St James' Church of England Primary School offers high quality education for children in an inspiring, happy, safe environment. The staff and pupils are very proud of the school and strive to be "Exceptional in all we do."

The school endeavours to develop all children to achieve to the best of their abilities, whether they are academic high flyers, or in need of a little more support. At St James’ we believe that learning should be stimulating and meeting the needs of all. The school seeks to help children become self-confident, independent individuals who respect all faiths and beliefs and recognise their growing responsibilities as citizens.

The staff work hard to foster positive, successful relationships with the parents, families and the wider community. The school values the important role that parents play and encourages an effective home school relationship.

The Accessibility Plan

- 1) The Accessibility Plan complements and supports the school’s Equality Policy, and will similarly be published on the school website. We understand that the Local Authority monitors the schools activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 2) St James’ CofE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education in line with the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 3) The St James’ CofE Primary School Accessibility Plan shows how school has provided for disabled pupils, staff and visitors to the school by anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
- 4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 5) The register is reviewed regularly using data from a range of sources to identify any barriers to learning. Provision is planned for children on the register to ensure their needs are met.

- 6) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents;
- Behaviour Policy
 - SEND Policy
 - Safeguarding Policy
 - Curriculum Policies
 - Health and Safety Policy
 - Equality Policy
 - School Improvement Plan
 - SEND Information Report
 - Integrated into Asset Management Plan/CPD Plan
- 7) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. An accessibility audit will be completed by the school annually in order to inform the development of a new Accessibility Plan for the ongoing period.
- 8) The terms of reference for all governors committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 9) The Accessibility Plan will be monitored through the Governors Meetings.
- 10) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aims and Objectives

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment including supporting pupils with short and long term medical needs
- Improve information access to parents and pupils

St. James' has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. St. James' commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers to disabled pupils in every area of school life

St. James' makes all children feel welcome irrespective of race, colour, creed or impairment. We aim to gather information about any disability or health condition in early communications with new parents and carers. For children already at the school, we collect information on disability as part of an annual review at parent consultations.

Curriculum

Some areas of the curriculum present particular challenges for some pupils with a disability for example: Autism, Hearing, Visual and Hypermobility impairments. St James' CofE Primary School makes reasonable adjustments to allow children with disabilities to access all areas of the curriculum.

The school has set the following overall priorities for increasing curriculum access:

- A planning meeting will be completed at the beginning of each academic year between class teacher and the staff member responsible for the Accessibility plan to plan for the needs of any child on the school Disability register to produce an individual access plan for that child
- Where necessary, arising from these meetings, school will seek support from parents, support services, and other agencies to inform the development of the access plan for these children.
- Termly Curriculum review meetings and reviews of the School Improvement Plan will contain a consideration of curriculum access issues relating to the access of children on the school disability register, and the availability of disabled role models, the representation of disabled people in books and teaching materials and the inclusion of disability issues in the curriculum
- Monitoring of access to extra-curricular activities by children on the school disability register ; clubs, residential etc., through whole-school provision mapping (termly)
- Lesson observations will include a focus on access for children on the SEND register
- Monitoring of TA support to ensure inclusion of children on the school disability register in all subject areas in which they require support

Physical Environment

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. At St James' CofE Primary School we do our utmost to ensure all pupils have equal opportunities in all areas.

The school has set the following overall priorities for increasing curriculum access:

The school has set the following overall priorities for increasing curriculum access:

- Colour contrast added to all school doors through maintenance programme;
- Disabled access to doorways to be provided through maintenance programme;
- Reception doors are to be altered to provide disabled access
- Change to signage using Makaton symbols;
- Improvements to toilets, washing and changing facilities.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The school has set the following overall priorities for increasing curriculum access.

- Where appropriate, through liaison with RAPT (ASD) children will be provided with information presented in a way appropriate to their needs, including:
- Use of pastel paper for dyslexic students;
- Large print and audio formats as required;
- Information in pupil planners when pupil need requires this;
- Home / School pack for pupils and ASD spectrum and students with communication difficulties;
- Homework information available as information sheets in alternative formats when requested;
- Use of symbol software.

(See Action Plan, Appendix 1)

Information

Access to information is available for disadvantaged pupils, parents and staff if required.

Access Audit

The school is on three sites which are not linked through corridors. The school has single storey buildings with several access points from outside. The hall is accessible to all. On-site car parking for staff and visitors includes one dedicated disabled parking bay in each sites parking area. All entrances to the buildings are either flat or ramped (except KS1 Hall). The main entrance is fully accessible to wheelchair users. There are three disabled toilets available, one in each building. They are fitted with an emergency pull cord and a handrail. There are showers and a changing bed available. The schools' internal emergency signage and escape routes are clearly marked.

Appendix 1, Action Plan

Improving the Physical Access at St James' Primary School Item	Activity	Timescale
All external doors to be wheel chair friendly	KS1 Hall to be fitted with a ramp for better access	2020
Storage areas for coats	Improve storage areas/cloakrooms to ensure all children are safe and able to retrieve belongings without entering classrooms.	2020
Storage for coats at lunch times in the dinner hall	Named boxes to help children store and locate belongings before and after lunch.	Complete
All areas accessible by low hand rail where there are steps.	Audit stepped areas for low handrails. Have low hand rails fitted where required.	Complete
Doors and windows fitted with blinds	Roller blinds or vertical blinds have been fitted to the doors and windows	On going
Accessible toilet	An accessible toilet is located in all of the buildings with emergency pull cord and handrail.	Complete
Improve EYC/Reception facilities	Decorating - bring EYC in to line with the rest of school. Ensure EYC/Reception reflects the rest of the school. Are there suitable facilities available in and around the reception area.	On going
Improve the information that is provided in writing for pupils who are disadvantaged	Ensure children are provided with information appropriate to their needs. Use of resources such as symbol software and coloured resources used to match individual needs and curriculum access.	On going

Area	Current situation	Concerns/ actions	Who	Time scale	Review
INFORMATION GATHERING	<p>School has a very good knowledge of SEND/ vulnerable learner's needs.</p> <p>School has an awareness of staff, SEND and medical needs. Disclosure is by personal preference.</p> <p>Parents are invited to Review, All About Me Meetings, Parent voice meetings, multi-agency, informal and family meetings. Information is held in paper and electronic format including comprehensive chronologies.</p> <p>All staff first Aid trained/ paediatric first Aid trained, first aid for mental health, defibrillator trained and specialist conditions trained for individual children. Staff defibrillator trained.</p> <p>Staff seizure, asthma trained and trained for many other procedures including central line.</p> <p>Close working relationships with multi agencies including SEND SS, Educational psychologists, transferring schools and nurseries.</p> <p>School attends CAF meetings for children transferring to and from our school. Good transition procedures in place.</p>	<p>Ensure provision is reviewed and adjusted regularly to suit needs.</p> <p>Continue to promote and deliver inclusive practices.</p> <p>Continue to hold SEND workshops for parents to inform them about practices and provision.</p> <p>Ensure CPOMs is used effectively and in a timely manner</p> <p>Ensure consent from parents is sought within a timely manner for external referrals.</p> <p>Continue to ensure information is stored and GDPR compliant.</p> <p>Ensure electronic tracking systems are used effectively for curriculum purposes.</p>	<p>SENCo</p> <p>SEND Team</p> <p>Family Support Liaison.</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>By Autumn 2019</p> <p>By Autumn 2018</p> <p>Ongoing</p> <p>Ongoing</p>	

Area	Current situation	Concerns/ actions	Who	Time scale	Review
INVOLVING DISABLED PUPILS PHYSICAL	All EHCP /SEND pupils are involved in their All About Me Meeting. Pupil's voice is recorded on all relevant documents.	Ensure all members of staff are aware SEND non negotiables and expectations.	SENCo SEND Team	Ongoing Ongoing	

ENVIRONMENT	A range of pupils (inc SEND) are included in school groups e.g. school council.	Promote inclusion in all areas of school life.	Class teachers		
	There are disabled toilets and separate shower facilities.	Ensure Disabled toilets are kept free of stored items, enabling free access.	TAs	Complete	
	New storage at relevant accessible heights for EYFS	Children unable to access some resources that are stored too high.	Family Support Liaison.	Ongoing	
	Library area is fully accessible along with other communal areas.		SLT		
	Nurture room, sensory provision available in EYFS.	SEND team advised.		Autumn 2019	
	SEMH provision available	ELCAS		Ongoing	
	Medical room facilitates pupils with medical needs to be independent in managing their condition.	Rooms accommodated for this to give privacy		Ongoing	
	School works closely with multi agencies. Bespoke provision for pupils is delivered.			Ongoing	

Area	Current situation	Concerns/ actions	Who	Time scale	Review
ACCESS TO CURRICULUM	Good differentiation to ensure that all pupils have access to the National Curriculum.	Regular monitoring, feedback, tracking and tailoring of provision.	SLT	Ongoing	
	Resources are tailored to meet individual need in order for all children to fully access the curriculum.	Ensure children and teachers are accessing relevant programmes.	SENCo		
	Withdrawal/timeout/break time, mental health and well-being strategies implemented.	The SEND team support staff to identify needs and provide programmes and next steps.	KS Leaders	Ongoing	
	Good use of visual cues and timetables to aid understanding for pupils with difficulties with language and short term memory.	Continue to ensure SEND children have access to a differentiated and accessible curriculum.	Phase Leaders	Ongoing	
			Class teachers		
			TAs	Ongoing	

	<p>Pupils have access to a sensory room in EYC and to nurture provision within school.</p> <p>Pupil passports in place for all pupils with significant SEND needs.</p> <p>New Arrivals pathway in place with clear procedures</p> <p>Pupil 'All About Me' books in place for EHCP children</p> <p>Pupils have access to multi agencies curriculum support.</p> <p>Family Liaison/ EAL coordinator deliver workshops for parents.</p> <p>SEND/ vulnerable pupils Boxall/ SCERTS all in use, informing us of SEMH needs.</p> <p>Targets are set effectively and are appropriate for pupils with SEND.</p> <p>Regular curriculum review to ensure it meets the needs of all children.</p>	<p>Ensure all staff are using good mental health strategies to support children.</p> <p>Ensure staff can recognise the signs of poor mental health.</p>		<p>Ongoing</p> <p>Ongoing</p> <p>Completed</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
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Area	Current situation	Concerns/ actions	Who	Time scale	Review
ACCESS TO WRITTEN INFORMATION	<p>Essential medical information clearly displayed in key places around school, medical folders in each class.</p> <p>Health care plans in place for children requiring one.</p> <p>Working closely with Nursing Services and medical professionals to ensure specific needs are met.</p> <p>Asthma register in place and shared.</p> <p>Allergy register in place and shared.</p>	<p>Updated at least annually</p> <p>Ensure this is regularly updated & medications are in school.</p> <p>Ensure medical plans are updated & reviewed regularly.</p> <p>Ensure parents keep school informed of changing circumstances</p>	<p>SLT</p> <p>SENCo</p> <p>KS Leaders</p> <p>Phase Leaders</p> <p>Class teachers</p> <p>TAs</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

	<p>Medical plans reviewed regularly.</p> <p>Members of staff available to read, translate and interpret when required.</p> <p>Comprehensive school website.</p> <p>Local offer displayed on the website, contains comprehensive information on SEND provision.</p> <p>Alternative means of recording information encouraged in class.</p> <p>We use a range of communication methods to ensure information is accessible: internal signage, large print resources available, pictorial/ symbolic representations used when needed.</p>	with their children.		Ongoing	
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