



Accessibility Policy and Plan

Date Adopted: September 2023

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Ratified by: Local Governing Body

Background

St James School is committed to providing a fully accessible school environment which values and includes all students, 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.

The definition of disability is as below:

- Someone with a physical or mental impairment
- The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

We recognise our duty under the Equality Act 2010. The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment.

It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

Schools and LEAs must:

- not treat disabled students less favourably; and
- take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty)

The Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated purposes.

St James School is a purpose-built building which has considered the need for access for all. This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, powered doors in building entrance and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

The provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a student with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled students can participate in schools' curriculum.

The curriculum is carefully designed to meet the needs of learners and students access a broad and varied curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools are expected to plan to improve progressively access to the curriculum for all disabled students although many adjustments to access will be dependent on individual needs and may be

provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual students.

3. Improving the delivery of information to students with disabilities

Any students requiring additional support are clearly identified on entry to St James School. Those requiring specific support with communication are known by staff, so their needs can be met in lessons through differentiation. Some students are allocated additional support where communication is used extensively and monitored on a daily basis by support staff. Some students are also allocated a key worker to ensure effective communication with parents as well as children. This part of the duty covers planning to make information normally provided by the school in writing to its students - such as handouts, timetables, textbooks, information about school events - available to disabled students. This will include alternative formats such as Braille, audio tape and large print and the provision of information orally or through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the students' disabilities and students' and parents' preferred formats.

Other related school policies

Equality for disabled students is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Equality Policy
- Behaviour Policy
- Admissions Policy
- SEND policy
- Medication Policy
- Intimate Care and Toileting Policy
- Emotional Health and Well-being Policy
- Teaching and Learning Policy

Aims

St James School aims to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly

- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the physical environment of the school to cater for the needs of students with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for students with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and students aware of the importance of language.

Actions to ensure equality for students with disabilities

1. We shall undertake an equality audit using a cross section of staff, students and parents
2. As a result of the audit, we shall:
 - write and action plan which includes targets
 - make the policy and targets known to all teaching and ancillary staff, students and parents
 - monitor the success of the plan
 - the plan will be reviewed annually by the SENDCo
3. The Governing Body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of students with disabilities).

Monitoring

St James School recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices
- Post 16 destinations
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation of Parents at School parents' evenings, productions, sports day, fetes etc.)

a) Increasing extent to which disabled pupils can participate in the school curriculum

Strategies	Outcomes	Resources	By Whom	Targets Met
<p>Student's Pupil profiles and Passports are updated regularly to help teaching staff provide appropriate learning strategies and provision for students with individual needs i.e. close to a classroom door, situated at the front of the classroom. Enlarged print. Specialist seating and ICT. Specialist equipment to help with the safe transfer and movement of students.</p> <p>To deliver physiotherapy programmes to students identified as having physical needs to help improve core strength and stability.</p> <p>To ensure that staff have training in moving and handling and in evacuation procedures SEND team staff to have received this training. All equipment to be serviced and in working order</p> <p>To develop support for mental health within the school All staff to have received training in the main principles of Early Help for Mental Health and a Trauma informed approach to teaching.</p> <p>Additional support to be reviewed and updated as required with additional training for staff and students as required.</p> <p>Students to be supported where recommendations have been made external agencies including the Speech and Language Therapist, Occupational</p>	<p>To enable staff to differentiate effectively for the physical needs of our students.</p> <p>To enable students to have their physical health needs met.</p> <p>To enable students to have their mental health needs met.</p> <p>To ensure students and their parents are consulted regularly about equality at St James School</p>	<p>Student's Pupil profiles and advice from other agencies as appropriate.</p> <p>Google Classroom being used for external access to the curriculum</p> <p>ReadWriteGold, Immersive Reader and Google Speak all being used to support access to printed/onscreen materials</p> <p>SEN suite of chromebooks available for SEND students in</p> <p>At present students are able to access physio sessions with TA support, toileting support, a differentiated PE curriculum, writing slopes and pen grips.</p> <p>Students and families are able to access Early Help through school.</p> <p>Where appropriate Staff can refer students to the School's mental health support practitioners/ School Nurse as deemed appropriate. Referrals are made through the schools established allocations team.</p> <p>Students can also</p>	<p>SENDCo/ SEND support team/ Teaching Assistants/Teaching Staff</p> <p>To continue to liaise with CAMHS, social care, PD, HI and VI, CAIT Advisors, Babcock's Advisory Services Hospital School, Torlands, 0-25 Team and other agencies to continue to refine and our ability to meet student needs</p> <p>Early Help team/ MHST practitioners/ SEND Team/ SLT/ Teaching assistants/ Teaching Staff.</p>	<p>By the end of September 2022</p> <p>Implemented by the end of September 2022. Ongoing refinements</p> <p>By the end of September 2022. Ongoing refinements</p> <p>All Staff received Trauma informed approach training September 2021</p> <p>All staff to receive training in September 2022</p> <p>Implemented as advice is provided throughout the year</p>

<p>Therapist, Physiotherapist; pediatricians, psychiatrists and other medical professionals</p> <p>Students to be supported where recommendations have been made by support services including the physical and mental teams, Hearing impairment Team, Visual Impairment Team, and Communication and Interaction Team</p>		<p>use an appropriate coloured paper/ books and coloured overlays for reading.</p>		<p>Implemented as advice is provided throughout the year</p>
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b) Increase the extent to which disabled students can participate in the schools' curriculum.

Strategies	Outcomes	Resources	By Whom	Targets Met
<p>In line with SEND policy, a Student's pupil profile will be drawn up to support their identified needs.</p> <p>Students with specific identified needs to have access to equipped physio room/learning support/ sensory rooms</p> <p>All Students who receive exclusions or high levels of sanctions will have their needs reviewed and additional support as required.</p> <p>SEND students are monitored through reviews, parental meetings and the QAR.</p> <p>Staff are given regular training on frequently met conditions and any conditions that are new to the school.</p>	<p>Parents and students will be consulted about their plans and staff will differentiate appropriately. This may mean to that curriculum needs to be adjusted.</p> <p>Exclusions data to be monitored regularly</p> <p>Attendance data to be monitored regularly.</p> <p>Parents, students and staff to be consulted regularly about equality within St James School.</p> <p>All staff are aware of medical conditions within school and know how and where to access information</p>	<p>Pupil profiles and associated resources</p> <p>Inclusion meetings</p> <p>Atkinson reports</p> <p>SEN quick checkers</p> <p>Graduated response tools</p> <p>HCP uploaded onto linked documents on Bromcom, and folder held in Student services reception</p> <p>HCP/ medical correspondence</p>	<p>SEND Team/ SENDCo/ All Teaching staff</p> <p>Head of Inclusion/ Pastoral support staff/ HOY/ Deputy/Head of Behaviour/ SENDCo</p> <p>SENDCo</p> <p>SENDCo/ Medical Lead/ Head of Inclusion/ SLT</p>	<p>Sensory room continued to be developed further by December 2022.</p>

<p>New staff are given additional training and information about supporting commonly met conditions and those present in the school and is updated on a student's Pupil profiles or Medical Health Care Plans.</p> <p>Medical Healthcare plans are drawn up for new Students and reviewed annually in line with school policy to maximise attendance</p> <p>Students who have an EHCP or have been recognised as having identified additional needs will have a supported transition into Post 16 Provision</p>	<p>Communications between parent/ carer, health and school is secure and students are well supported</p> <p>Eliminate number of SEND NEETs</p> <p>To ensure needs are accurately identified and addressed</p>	<p>Tracking of EHC Year11 students Annual Reviews, Post 16 application process and career meetings</p> <p>Parent evenings, staff briefing and development days</p>	<p>SENDCo/ Medical Lead and Student services support team.</p> <p>SEND Team/ SENDCo/ 0-25 team/ Careers Southwest.</p>	
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C) Improving the delivery of information to students with disabilities

Strategies	Outcomes	Resources	By Whom	Targets Met
<p>Use of ICT for reading and scribing. Students to have access to ICT to facilities this or a TA may be used.</p> <p>Key Stage 4 students have access to Exam Access Arrangements. These are tested annually.</p> <p>Dyslexia friendly resources used e.g. yellow books and paper, reading rulers.</p> <p>Mentoring provided to support learners and their needs.</p>	<p>All identified students have access to chromebooks/ laptops within lessons and feel confident with used them.</p> <p>Students and teaching staff are able to evidence a normal way of working</p> <p>All Staff to be consulted on those students who need to be screened for dyslexia and understanding the graduated response in meeting the needs of any students who is</p>	<p>Read write gold, Google classroom, Google speech. Touch typing lessons. Chromebooks and laptops available for use in school.</p> <p>Overlays, coloured paper and reading rulers.</p> <p>Class Charts. Inclusion meetings.</p>	<p>SENDCo, SEND Team/ Teaching assistants and all Teaching Staff.</p> <p>SENDCo, SEND Team/ Literacy coordinator/ Teaching assistants and all Teaching staff</p> <p>SENDCo, SEND Team/ Literacy coordinator/ Teaching assistants and all Teaching staff</p> <p>SENDCo/ HOY/ Teaching assistants/ Teaching staff/</p>	

<p>Monitoring of sanctions to ensure they are not the result of unmet needs.</p> <p>Home/School reports or emailed used to ensure that parents can also tell us if there is an unmet need.</p> <p>Speech and language interventions run if therapeutic assessment recommends them.</p> <p>Pupil profiles and additional resources are available to staff to help them differentiate appropriate for the most common forms of need.</p> <p>Lexia literacy interventions are run for the students with the highest level of need.</p> <p>Fast track classes for literacy and numeracy are run for the students with the highest level of need.</p>	<p>raised as a concern.</p> <p>Close monitoring of SEND students in Inclusion Meetings to establish identified/ unidentified need is being treated as the cause of the behaviour.</p> <p>Students are engaged with SALT interventions</p> <p>All staff are confident in finding and implementing strategies detailed pupil profiles and attend SEND drop in's</p> <p>Specialist trained TA to run interventions in the physio/ learning support/ sensory rooms</p> <p>Data drops and Atkinson reports to analyse those on a termly basis requiring intervention.</p>	<p>SALT/ EP/ Babcock Advisory reports.</p> <p>SALT resources</p> <p>Bromcom, Class Charts, pastoral support plans.</p> <p>Physio/ Learning Support/ Sensory Room</p> <p>Literacy resources, Trugs, Toe-by-Toe reading, Black Sheep, Lexia, NGRT testing.</p>	<p>Head of Inclusion/ Pastoral support staff/ HOY/ Deputy/Head of Behaviour/ SENDCo/ Parents/ Carers/ SALT/ EP.</p> <p>SALT/ SENDCo, SEND Team/ Teaching assistants and all Teaching Staff.</p> <p>SENDCO, SEND Team/ Teaching assistants and all Teaching Staff.</p> <p>Librarians, Literacy coordinators, Head of English, Head of Maths, Teachers and SENDCo/ SEND Team.</p>	
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