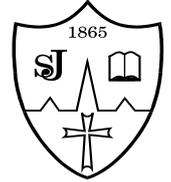


# St. James' C of E Primary School

## Accessibility Plan

St James' C of E Primary School  
Accessibility Plan – previously named Disability Equality Policy  
Written by: Mrs Lisa Harford  
March 2015  
Reviewed: February 2021



### Introduction

**'Inspiring and Growing for Fullness of Life'** is the vision that underpins all that we strive to do at St. James' C of E Primary School; it is embedded within our ethos and philosophy shaping our spiritual growth. Developing, supporting and nurturing children, staff and our community to fulfil this vision is integral to all we do with regardless of their abilities or disabilities.

St James' C of E Primary School provides the highest quality education within the context of caring Christian beliefs and practices; in partnership with St Philip and St James Church. St James is a creative, nurturing and inclusive community, shaped by our vision for spiritual growth and our Christian values. Children of any faith or none, are given the opportunity to develop their own spirituality; valuing wisdom, growing in hope, showing respect and exploring big questions.

The Disability Discrimination Act 2005 required all public authorities, including primary schools, to produce and publish a Disability Equality Scheme. The purpose of the Disability Equality Scheme is to improve equality of opportunity for all disabled people using the school. St. James' C of E Primary School's Disability Equality Scheme will demonstrate how we as a school will ensure that the requirements of the Disability Discrimination Act 2005 are met for our community.

St. James' C of E Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery. This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment. St. James' C of E Primary School recognises that 'disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole'.

### Aims

At St James' C of E Primary School we plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. Our policies and practices will be forever evolving. The Accessibility Plan will contain relevant actions to:

- increasing the extent to which disabled pupils can participate in the curriculum; 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.
- improving the physical environment of the school to enable the disabled community to take better advantage of education, benefits, facilities and services provided;

- improving the availability of accessible information to disabled pupils, staff, parents and visitors. 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.

### **What do we understand by ‘disability’?**

“Disability is a physical or mental impairment which has a substantial and long-term effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995, Part 1, para. 1.1) The Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act. Behavioural difficulties arising from physical or mental impairments or from mental illness are also included.

Behavioural difficulties arising from physical or mental impairments or from mental illnesses are also included. In our school people with disabilities include people with sensory impairments/any child with Special Educational Needs/ADHD and other disorders as well as Asperger’s and other syndromes/physical disabilities that may not also imply SEN. As well as a register of SEN, the school will maintain a register of disabilities in order to ensure that needs are known and appropriate provision is made.

### **How will we meet the General Duty and Specific Duty?**

The production of this Disability Equality Scheme provides us with a framework for integrating disability equality into all aspects of school life. It demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school and for the community, as a whole, that use it.

### **The General Duty**

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination, which is unlawful under the Act
- Eliminate harassment of disabled persons which is related to their disabilities
- Promote positive attitudes towards disabled persons in public life. This means not representing people in a demeaning way and not pretending they do not exist and so not representing them anywhere at all.
- Encourage participation by disabled persons in public life. It is important to respect the wishes of the disabled community in an educational setting, so that they do not feel pushed into activities in which they do not wish to participate.

### **The school will do this through:**

- direct positive teaching, enlisting the support of disabled people as role models
- the continual reinforcement of a culture and ethos that values ALL members of the school community and recognising the uniqueness of every individual through our spiritual wheel
- providing appropriate support to enable disabled members of the school community to participate in all activities and fulfil their potential
- embedding our culture of openness and inclusion into every aspect of the school’s work.

### **The Specific Duty – How we will meet the General Duty?**

Involvement of Disabled People in Developing the Scheme.

Pupils, staff, parents, carers and disabled members of the community who may use the school facilities are involved in developing the scheme and identifying actions. Consultation is carried out through a questionnaires and community voice. The information gathered

through the responses is used to inform our priorities. Further information may be gathered through our annual parent/staff questionnaire. We ensure there are representatives, with and without disabilities, of school staff, the Governing Body, parents and the Trust with and contributing to the plan.

Gathering information from disabled pupils, staff, parents, carers and people from the wider community using the school. The school will seek to improve how we gather information from people with a disability by:

- Adapting the annual SEND questionnaire to parents to include questions about disabilities and the school's provision
- Consultation with the School Council, which includes representatives of pupils with disabilities.

To comply with the DDA requirements, we will seek to remove barriers and will consider in particular:

### **The elimination of harassment and bullying**

We consider harassment and bullying very serious and are proactive in preventing incidents. Any such incidents are recorded in writing and reported to the Senior Leadership Team. We rigorously enforce our Anti-Bullying policy and all work hard to promote behaviour which is considerate of others. This is done in various ways e.g. Through our P.S.H.C.E curriculum and outside agency support and is woven into our school vision and Spiritual Growth Wheel and Relationships Policy.

### **Reasonable adjustments**

Reasonable adjustments which will further enable disabled pupils to participate in the life of the school are encouraged. We make all reasonable adjustments which aid inclusion of pupils, staff and parents with disabilities e.g. Toileting at specific times for pupils with continence needs for example, enlarging worksheets for VI pupils, adapting workspaces for staff. All resources used in school are adapted according to need. All our policies, brochures and documentation are available on request in large print or in languages other than English. Our website can be translated into many different languages.

### **School facility lettings**

It is our policy to work with all who lease our property on disability related matters by:

- gathering their views
- sharing our action plan
- keeping them informed of developments

### **Contractors and Procurement, including the recruitment, development and retention of disabled employees**

The school acts in accordance with our Equal Opportunities policy in the recruitment and training of staff. All persons are welcome to apply for any vacancies which arise and will be considered for employment regardless of any disability. Should a person with a disability be appointed, all reasonable adjustments will be made within the school to enable them to effectively carry out their responsibilities.

### **Information, Performance and Evidence Gathering information**

This is an ongoing process. We collect data about disability over time and analyse our policies and procedures in the light of our findings. Information and data collection will include:

- a) Pupil achievement
- b) Learning Opportunities
- c) Admissions, Transitions and Exclusions
- d) Social Relationships
- e) Employing, promoting and training disabled staff

### **Action planning**

The relevant action plans, relating to these key aspects of accessibility, can be found at the end of this document. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years. We also acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. These action plans will be used to support this. The Action Plan for physical accessibility relates to the Access Audit of the School, this is adapted as needs arise. It may not be feasible to undertake some of the works during the life of an Accessibility Plan and therefore some items may roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

### **Links to other school policies**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum including Spiritual Development and Relationships
- Complaints
- Equality Duty
- Staff Development
- Health & Safety (including off-site safety)
- Special Needs
- Values and school vision
- School Development Plan
- School Prospectus and Vision

### **Monitoring & Review**

As curriculum policies are reviewed, a section relating to access will be added to that on the Equality Duty. Information about our Accessibility Plan will be published as part of the school's equality objectives. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

### **KEY LEGISLATION**

Equality strand legislation

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

Age Employment Equality (AGE) Regulations 2006

Disability Discrimination Act 1995, as amended

Special Educational Needs and Disability Act 2001

Disability Discrimination Act 2005

# St. James' C of E Primary School

## Equality Action Plan 2021-2024

1. To improve material made available to stakeholders in the form of school brochures, newsletters in formats that support their disability
2. To raise awareness of the need to ensure access for all across the curriculum at school

OBJECTIVE	ACTION	RESPONSIBLE	SUCCESS MEASURES
1.1 Make available school brochures, school newsletters and other information for parents in alternative formats.	Make available school brochures, school newsletters and other information for parents in alternative formats as requested – this may mean enlarging or translating.	Admin team when requested. Pastoral Team when requested or planned.	All school information available for all (depending on context and need)
1.2 Raise the awareness of adults working at and for the school on the importance of good communications systems which ensures access for all.	Arrange training courses where appropriate E.g. Specific medical needs – appropriate training for all staff by qualified external partners e.g. diabetes	SBM – management of training for medical needs SENDCO – management for SEND needs	Awareness of target group raised School is more effective in meeting the needs of pupils.
2.1 To improve staff awareness of disability issues that are particular to the pupils at the school	To review needs of the pupils with disabilities and ensure that staff receive appropriate training to understand these needs	As above	Staff have a good or better understanding of the specific needs of pupils with disabilities at St. James'
2.2 To ensure that teachers are able to better meet the needs of pupils with disabilities	Undertake an audit of staff training requirements	Leadership team supported by SMB and SENCO	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum Increase in access to the school Curriculum
2.3 To audit all out-of-school activities so that they are planned to ensure the full participation of the whole range of pupils	Review all out-of-school provision to ensure	DHT SBM Leadership Team	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Increase in access to all school activities for all disabled pupils
2.4 To ensure that parents who are unable to attend school information and	Staff to make reasonable adjustments to enable access to the relevant information	As requested	Parents feel informed about their child's progress and welfare

parents' evenings, can access information to help them support their child			
2.5 To ensure that the school website provides parents with disabilities access to all necessary information and guidance about the school	To ensure that the school website is up-to-date and relevant for all parents	Admin, SBM, SLT, SENDCo	Parents with disabilities are able to access all information about the school from the school website

Mid-term review – July 2023

Final review – September 2024