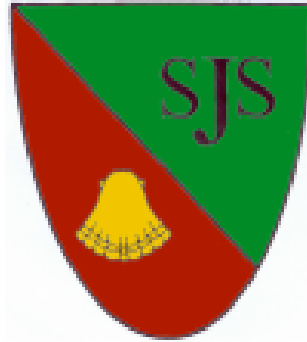


ST JAMES CE JUNIOR SCHOOL



ACCESS PLAN 2025-2028

Approved by:		
Name:	Jackie Rushton	Sarah Heywood
Position:	Head teacher	Chair of Governors
Signed:		
Date:	February 2026	
Proposed review date²:	September 2028	

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Physical Access

Statement	Evidence	Action Required
The layout of areas allows access for all pupils, such as Academic areas: eg, classrooms, hall, library Sporting Areas: eg, gym, outdoor sporting facilities Social areas: eg, dining hall, reception, common room Play areas: eg, playground, wet play area	All pupils have access to all the facilities in school.	None
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps	The school was built and completed Feb 15 and meets all the needs of wheelchair users	None
Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed.	The school was built and completed Feb 15 and has purpose built facilities.	None
Pathways around school are safe and well signed. Parking arrangements are logical and safe.	Due to the new build all pathways are safe and well signed. Disabled parking spaces are provided on the school car park.	None
Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory	All systems have auditory and visual alerts. School has previously worked closely with the LA to put in place specific evacuation plans etc for pupils with limited mobility.	None at present
Tactile signs, including lifts with tactile buttons help disabled learners to use the building.	N/A	
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy	All signs are clear and easy to follow. The school décor is neutral with subtle contrasting colours.	None
All areas are well lit	All areas are well lit with newly installed LED lighting as of 2025.	None
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Teachers and support staff are aware of the needs of pupils with a hearing impairment and make any necessary adjustments to equipment, seating arrangements etc. There are quiet rooms around school which can be used for specific 1-1 teaching as required.	SENCO to ensure information is available to staff when any new pupil arrives in school. SENCO to arrange training for staff as required

Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc	Height adjustable furniture is available as required in school. Low level sinks are provided in all disabled toilets.	None at present
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Curriculum Access

Statement	Evidence	Action Required
All teachers and STAs have the necessary training to teach and support pupils with a range of disabilities.	<p>Staff have attended moving and handling training relevant to the current needs of pupils in school</p> <p>They hold recognised First Aid qualifications and some staff are trained in TEAM TEACH qualification when required.</p> <p>School works closely with therapists from the local hospital who often visit school to see specific pupils. Strategies they suggest are then implemented in school on a 1-1 or small group basis.</p> <p>STAs have attended various training linked to their specific roles eg SERIS, bereavement, literacy, hearing impairment, iPads etc.</p>	<p>Ensure continued training is provided/accessed to meet the needs of all staff.</p> <p>Purchase of new resources as required to meet the needs of all pupils.</p> <p>If required ensure training such as moving and handling/medical needs is escalated to meet the needs of existing/new pupils eg specific to wheelchair users if required</p>
Classrooms are optimally organised for disabled pupils	The organisation of classrooms is adapted as and when necessary eg for a child with a visual impairment or hearing impairment or for a pupil who needs an individual work base	All staff will respond as required.
Lessons provide opportunities for all pupils to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Planning shows differentiation and individual curriculum needs. It also shows a range of organisational strategies eg partner work, collaborative group work etc.	Continued monitoring by senior leadership team as part of whole school monitoring, observation and Performance Management.
All pupils are encouraged to take part in music, drama, and physical activities both as part of the curriculum and as extra-curricular activities.	School has a range of clubs and extra-curricular activities open to all pupils. Similarly all activities in the curriculum are open to all. They are modified following discussion with parents, pupil and other professionals to meet the individual needs if required.	None at present

Statement	Evidence	Action Required
Staff recognise and plan for the additional time and effort needed by some pupils with a disability, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	List of medical needs on ARBOR. Extra time/rest breaks can be given in tests for those with Dyslexic traits, slow processing skills etc. In Year 6 the class teacher and SENCO work closely together to ensure pupils with SEN have the appropriate support to enable them to access the SATs papers and achieve their true potential. Equipment available when needed includes ergonomic pencils and pens, writing slopes, grip rulers, therapy clay, bands on chairs, stress balls and movement breaks.	Ensure the information is kept updated and additional equipment is sourced as needed.
All staff plan for additional time required by some disabled pupils to use equipment	Staff adapt resources where appropriate and/or allow extra adult support as necessary.	Ongoing as required
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some alternative form of exercises in PE/sport, additional swimming	Alternative arrangements are made through discussion between school/parent/pupil/other professionals to meet any specific needs. Subject to a risk assessment the wishes of the pupil are always taken into account.	Ongoing as required
Access to computer technology is appropriate for students with disabilities	All classes have access to laptops for individuals if required. All classes have iPads for individual/whole class use. Whole school staff training has been provided. Specific Apps have been sourced to meet the needs of individual pupils.	Continued attendance at trainings to ensure awareness of new Apps and programmes.
School visits are accessible to all pupils, regardless of attainment or impairment	All pupils can access school trips and residential unless it is detrimental to their or others health and safety. Any decision would always be made through discussion, and with the agreement of parents/ carers.	None
All staff have high expectations for all pupils	Teachers set challenging activities daily, termly and annually.	Ongoing
All staff strive to remove barriers to learning and participation	Pupil progress meetings identify any difficulties/barriers to learning that a pupil may be facing. These are discussed with parents and when necessary action will be taken eg additional specific support in school, referral to Educational	Ongoing assessment on child by child basis

	Psychologist/Specialist Teacher, referral to OT/Physiotherapist etc.	
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Access to Information

Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing-impaired learner.	Staff are aware of appropriate practices and technology and make use of them as applicable	Ongoing as technology advances
School has an induction loop fitted at the school reception and in the school hall. Pupils, parents and carers can adjust their hearing aids appropriately to make use of the facility.	The induction loop was fitted when the new school was built and there are clear visual signs to inform hearing aid users.	None
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans Serif size 12 or larger.	All letters that are produced by the school office, whether shared on the website, school app etc are presented on headed paper and in an agreed format. They are all checked by the Head Teacher. Large print copies/alternative formats are available on request.	None
The school provides information in a variety of formats including written letters and text messages. On occasions a personal phone call may be made instead.	School subscribe to Arbor which is a parent messaging service which is a facility which allows parents to pay in advance for school meals, school trips, swimming and book parents evenings.. This is used to email newsletters etc to parents. Other forms of communication Facebook, Instagram and the school website.	None
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	When necessary school can contact the LA who will provide relevant documentation.	Child by child basis

<p>The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc</p>	<p>Classteachers ensure lessons are accessible through careful planning and use of a range of strategies and techniques.</p> <p>Meetings are planned so they are user-friendly to parents. Documents are shared with parents when necessary so that they are fully explained before asking parents to sign. A relaxed atmosphere is created especially when a parent is asked to complete a form requiring a range of personal information eg referrals</p> <p>If necessary meetings can be held virtually as is the current format.</p> <p>The school can access a translator app for EAL/non English speaking parents.</p>	<p>Ongoing.</p>
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