

Leyland St. James' CE (Aided) Primary School

Accessibility Plan

2021 - 2023

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of St. James' School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

At St. James' Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At St. James' Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The school has set the following priorities for the plan:

- Wheelchair friendly front door
- Continued communication with stakeholders to ensure accessibility
- Equipment and environment to support intimate care more effectively.

1B: Information from pupil data and school audit

- The school has 228 children on roll, several of which have diagnosed ASC. These children are currently across the school who present as on the spectrum and several children present with behaviours that appear linked to attachment/trauma issues.
- The school is a single story building with two disabled/gender fluid toilet facilities.
- Future school intakes may continue to reflect, behavioural, ASC speech, language and communication difficulties
- Staff are fully aware of what the DDA requires of them.
- All children with disabilities have full access to the school. Equipment, training etc. is sought to promote equality of access to all.
- Attendance of any pupil is monitored and supported. The school has no exclusions.
- All children fully take part in all activities including off-site activities
- All pupils have full access to all areas of the school.
- School policies, practices and procedures relating to: anti-bullying (harmful behaviours), school trips, risk assessments, learning and teaching, time-tabling, the administration of medicines etc fully support all pupils
- the physical environment of the school allows equal access for all;
- the curriculum allows equal access for all ;
- the ways in which information is currently provided for disabled pupils allows equal access for all;
- the priorities currently set in other plans; particularly the School Improvement Plan allows equal access for all.

Outcomes:

- Children with identified special or additional educational needs succeed at St. James' Primary School. Historically, our data shows that this group of children make rapid progress against their targets.
- All children, regardless of ability have full access to all our curriculum activities including our Forest School curriculum.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- To continue to track and monitor the progress of children with SEND and additional needs

1C: Views of those consulted during the development of the plan

This plan has been informed by:

- the views and aspirations of disabled children and young people themselves;
- the views and aspirations of the parents of disabled pupils;

The school has set the following priorities in respect of consultation on the plan:

- Wheelchair friendly front door
- Continued communication with stakeholders to ensure accessibility
- Equipment and environment to support intimate care more effectively.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum by:

- Wheelchair friendly front door
- Continued communication with stakeholders to ensure accessibility
- Equipment and environment to support intimate care more effectively.

Planned curriculum development work:

- ❑ Overseen by SLT and subject leads
- ❑ Use of key specialist teachers, EPs and anxiety/therapy trained staff for a variety of needs.
- ❑ Deployment and training of TA 2 support in pupil moving and handling and medical intimate care routines.
- ❑ Review of Team Teach training for Summer 2023.
- ❑ All pupils have access to the 'formal' 'taught' curriculum of the school, but also to activities in the interstices of the school day and beyond the school day, for example: *recreation; movement around the school; special events: sports days, visiting theatre groups or story-tellers; extra-curricular activities: breakfast clubs, after-school clubs; school trips.*
- ❑ Development of appropriate assisted Technologies

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

- Wheelchair friendly front door
- Continued communication with stakeholders to ensure accessibility
- Equipment and environment to support intimate care more effectively.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Changes to the physical environment:

- Install a wheelchair friendly front door
- Ensure equipment and environment to support intimate care more effectively.

Funding for improvements

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- School budget 'building project' costings

The school has set the following priorities for physical improvements to increase access:

- Ensure equipment and environment to support intimate care more effectively.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Information for all pupils is provided in writing in the following formats:

- Sea-Saw*
- Eduspot parental communication App*

Improving the delivery of information will include:

- large print, in simplified language and visual symbols*

Identifying the appropriate format has taken account of:

- pupils' impairments: access to information may be improved for particular groups of pupils by particular approaches*
- preferences expressed by pupils or their parents.*

The school has set the following priorities for providing information for disabled pupils:

- large print, in simplified language and visual symbols for the Moodle site

3. Making it happen

3A: Management, coordination and implementation

- The governing body takes responsibility for the school accessibility plan through its discussions at the Finance and Resource committee.
- The plan will be discussed, reviewed and evaluated annually;

Other policies and plans that reflect this policy

- school improvement plan;*
- SEND policy;*
- asset management plan;*

3B: Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

- School web page*
- School office*

The school has set the following priorities for making its plan available:

- Develop use of appropriate Assisted Technologies within school.
- Continued communication with stakeholders to ensure accessibility
- Equipment and environment to support intimate care more effectively.