



St James Infant & Pre-School

Accessibility Plan

Annual review / 2 yearly review / **3 yearly review**
Statutory / Non-statutory

Date policy adopted	6 th March 2019			
Review date	21.1.20			
	(amendments)			
Reviewer's name	G Gynn			
Date minuted by committee meeting				
Next review due by	Mar 2022			



St James Infant and Pre-School

Accessibility Plan Local Academy Committee Policy

1. POLICY OVERVIEW

We believe that every student has an entitlement to develop their full potential. It is the policy of the school that students who have any form of disability are not disadvantaged by curriculum provision or by lack of accessibility. Similar provision shall also be made for staff and visitors to the school.

2. Definitions

As part of our policy, which aims to provide equal access to the School and to the learning opportunities available, we accept the definition of disability as:

'You're disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on your ability to do normal daily activities.' The definition covers physical disabilities, learning disabilities as well as sensory impairments.

3. Aims and Objectives:

All areas of the school shall be such that they do not prevent access to students, staff and visitors alike. The school intends to ensure that the physical environment is such that:

- Students who use wheelchairs can move around the school without experiencing barriers to access
- The layout of areas allows access to all pupils
- Guides are used to assist people where necessary
- Furniture is adjusted appropriately
- The décor or signage is not confusing or disorientating for pupils with visual impairment.

The school intends to ensure that the delivery of written information is clear and unambiguous by:

- Ensuring that all staff are familiar with the use of ICT and other facilities so that written information can be presented in different formats
- Presenting information in a user-friendly way
- Using, where necessary, non-standard forms of communication

The school intends to ensure that students have full curriculum accessibility by:

- Ensuring that support for disabled students is seen as the responsibility of all members of staff
- Providing training for teachers of students who are autistic, sensory impaired or physically disabled
- School visits are made accessible to all students

- Students with disabilities are encouraged to take responsibility for their own learning

4. Roles and Responsibilities

Head teacher:

The Head teacher shall be responsible for ensuring that the requirements set out in this policy are implemented.

Special needs and Disability Co-ordinator (Inclusion):

The SENDCo (Inclusion) is responsible for monitoring the policy and reporting annually to the governing body on its effectiveness, monitoring and assessing provision, identifying barriers to learning and providing appropriate strategies. She/he will also keep the Head teacher regularly informed about provision. The SENDCo (Inclusion) will also oversee the training of all teaching and support staff where appropriate.

SENCO:

The Special Educational Needs Coordinator is responsible for monitoring and assessing the needs of all students who have any form of disability and ensuring that appropriate resources are made available including individual or small group support. She/he will submit a resource bid for any projects or initiatives which would be beneficial.

Local Academy Committee (LAC):

The LAC will regularly inspect and consider ways of achieving equality of opportunity within the limits imposed by the buildings and other facilities. This will form the basis of the Accessibility Plan.

5. School Areas:

ENTRY TO THE SCHOOL GROUNDS

The entrance to the school is now only via an intercom system connected to the main office. Anyone needing assistance will have the opportunity to request help gaining entry and making their way towards reception. The intercom button was placed at a suitable level for wheelchair users. Access across the playground is reasonably level, with a slight slope, although again, help will be available at the first point of contact if required.

MAIN ENTRANCE

Main entrance via the office is a concern to LAC and staff. There is a steep ramp, followed by a sharp turn, and then a set of double doors. The school is aware that this can be challenging for wheelchair users. There is, however, an alternative entrance through the hall which is fully accessible for wheelchair users. At this stage, the visitor's requirements will already be known to staff and the relevant action will be taken.

1. EXTERNAL DOORS

For security reasons the external doors do remain closed for the vast majority of the school day. However, for persons with a disability, help is available from various staff members and doors are wide enough to allow a wheelchair user access.

2. STAIRS (Staff room, staff toilet and kitchenette)

The school is aware that the stairs do pose problems for disabled staff and visitors. At the present time, it is not feasible to make any amendments to the stairs due to the age and condition of the building.

ACTION REQUIRED – IF WE ARE JOINED BY A PERSON WHO IS A WHEELCHAIR USER OR WHO CANNOT ACCESS THE FIRST FLOOR THE SCHOOL WILL MAKE REASONABLE ADJUSTMENTS TO PREVENT THE EXCLUSION OF THAT PERSON FROM THE SOCIAL ELEMENT OF WORKING WITHIN THE SCHOOL.

THERE IS A DISABLED TOILET AVAILABLE ON THE GROUND FLOOR, WHICH IS FULLY ACCESSIBLE. STAFF MEETINGS WILL BE HELD ON THE GROUND FLOOR, AND AN AREA OF THE GROUND FLOOR WILL BE IDENTIFIED AS SUITABLE FOR USE FOR STAFF BREAKS.

3. INTERNAL DOORS

Most of the internal doors have been identified as relatively heavy, with round handles which can cause difficulty for some wheelchair users. The glass panels are too high, meaning that wheelchair users cannot see what's on the other side of the door.

ACTION REQUIRED – THE LAC MEMBERS COULD CONSIDER REPLACEMENT OF INTERNAL DOORS, WITH MORE SAFETY GLASS PANELS. THESE DOORS COULD HAVE DUAL OPENING, MEANING THEY CAN BE PUSHED FROM EITHER SIDE. THIS WOULD MAKE IT EASIER FOR DISABLED STAFF, CHILDREN AND VISITORS. ALTERNATIVELY, THE DOOR HANDLES COULD BE REPLACED.

4. CLASSROOMS

Each teacher has a classroom assistant, making it easier for disabled pupils to receive assistance with moving around the classroom. The tables are a suitable height, and all resources are fully accessible to wheelchair users. If a teacher has a disabled pupil, extra assistance will be provided to ensure they are able to access all the resources they require.

5. CORRIDOR TO HALL

The corridor leading up to the hall can cause difficulty for those with a disability or wheelchair users. There is alternative access available, via the external route around the school and into the hall at the other side.

ACTION REQUIRED – STAFF TO BE AWARE OF THOSE NEEDING ASSISTANCE AND PROVIDE THEM WITH THE ALTERNATIVE ROUTE WHEN NECESSARY.

6. HALL, CLASSROOM, KITCHEN & TOILET

As before, the hall can be accessed via an external route. The classroom adjacent to the kitchen is fully accessible to wheelchair users via an internal door. The disabled toilet can also be accessed via this room.

7. KALEIDOSCOPE / LOG CABIN

As both of these rooms have steps to the front doors, assistance would need to be given to anyone using a wheelchair.

8. GENERAL SCHOOL EQUIPMENT

Problems may arise in the use of any equipment, particularly new resources where issues may not have been identified previously.

ACTION REQUIRED – FOR STAFF, LAC MEMBERS AND PARENTS TO BE AWARE OF ANY POTENTIAL PROBLEMS WITH NEW EQUIPMENT AND TO BE CONFIDENT IN RAISING THE ISSUE. WHEN A PROBLEM IS IDENTIFIED, THE RELEVANT SOLUTION SHOULD BE FOUND IN ORDER TO MAXIMISE THE USE OF THE RESOURCES.

9. BRAMBLE'S CLUB / PRE SCHOOL

The out-of-school clubs (Breakfast and After School) are held in the Pre-School building. This has undergone extensive refurbishment and is fully accessible to all, including the use of the disabled toilet. Activities at the clubs also allow for the full involvement of children with disabilities.

10. SCHOOL VISITS

School trips are organised with the inclusion of all in mind. Any concerns that staff, parents or visitors have with regards to going on a school visit can be discussed with the school visits co-ordinator (ITT Lead), and all efforts will be made to ensure a disabled person is not excluded or disadvantaged in any way.



Date Policy Approved: 21.1.20

Approved by (name): Gail Gynn
Position: Interim Head teacher

Signature: