St James Infant & Pre-School

Equality Information, Objectives and Accessibility Plan

2024–2028

Our commitment At St James we SHINE together. Everyone is welcome here. Our values of Respect, Kindness, Inclusion and Teamwork shape a school where each child and adult is known, valued, safe and able to participate.

Status	Statutory
Policy lead	Headteacher / SENDCo
Approved by	Local Governing Committee
Original cycle	September 2024 to April 2028
Updated	August 2026 – aligned with the 2026–27 SIP and IMF Inclusion Strategy
Annual progress review	At least annually
Full review due	April 2028

This document brings together the school's equality information and objectives with its statutory accessibility plan.

1. Purpose and statutory framework

St James Infant & Pre-School is committed to equality of opportunity and to removing barriers that may prevent children, families, staff or visitors from participating fully in school life. This document explains how the school meets the Public Sector Equality Duty and sets out the steps it will take to improve accessibility over time.

Under section 149 of the Equality Act 2010, the school must have due regard to the need to eliminate discrimination, harassment, victimisation and other prohibited conduct; advance equality of opportunity; and foster good relations between people who share a protected characteristic and those who do not.

Protected characteristics

The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The provisions applying to pupils do not cover age or marriage and civil partnership in the same way as the other characteristics; these remain relevant to the school's wider functions, including employment.

Accessibility planning duty

Schedule 10 of the Equality Act 2010 requires schools to prepare and implement an accessibility plan. The plan must, over time, increase disabled pupils' participation in the curriculum, improve the physical environment so disabled pupils can benefit from education and associated services, and improve the availability of accessible information.

Reasonable adjustments The school will anticipate barriers and make reasonable adjustments for disabled pupils. Auxiliary aids and services will be provided where reasonable and necessary. Decisions will be individual, evidence-informed and made with the child and family wherever possible.

Legislation and guidance

- Equality Act 2010, including the Public Sector Equality Duty and Schedule 10;
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017;
- Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years;
- Department for Education guidance, Equality Act 2010: advice for schools;
- InMAT policies, the school's SEND Information Report and associated safeguarding, curriculum, behaviour, medical needs and risk-assessment procedures.

2. Our school context and equality information

St James is an infant school and pre-school serving children from the early years to Year 2. The school community is culturally and linguistically diverse. Current school information shows a higher-than-local proportion of pupils who speak English as an additional language and a growing proportion eligible for pupil premium. The proportion receiving SEN Support is also above the local comparator, and some children have education, health and care plans. For 2026–27, the School Improvement Plan (SIP) and Inclusive Mainstream Fund (IMF) strategy prioritise a dedicated SEND base, stronger SEMH provision, inclusive Year 1 enhanced provision, early identification, belonging and improved attendance and participation.

The school therefore gives particular attention to disability and SEND, race and ethnicity, language access, socio-economic disadvantage, sex, religion or belief, family diversity and the intersection of these factors. Published information is aggregated and anonymised; small groups are not reported where individuals could be identified.

Area	Current picture	Implication for planning
English as an additional language	Approximately 37% of pupils (latest contextual data).	Accessible communication, visuals, modelling, oracy, vocabulary teaching and

		interpretation/translation where needed.
Disadvantage	Pupil premium approximately 26%.	Attendance, participation, access to enrichment and progress are monitored carefully; financial barriers are reduced.
SEND	SEN Support approximately 30%; a smaller group has an EHCP.	Early identification, reasonable adjustments, personalised provision and small-step assessment are central to school improvement.
Attendance	Overall attendance approximately 94%; persistent absence remains above the school's ambition.	Attendance is analysed by group and barriers are addressed through supportive, timely action.

How equality information is used

Leaders review attainment, progress, phonics, attendance, persistent absence, behaviour, suspensions, safeguarding patterns, participation and wider opportunities. Where numbers permit, information is considered by SEND, disability, disadvantage, EAL, sex and race/ethnicity, and by overlapping needs. Pupil voice, parent feedback, staff knowledge, provision reviews, accessibility audits and complaints or incident records provide important qualitative evidence.

3. What equality and inclusion look like at St James

Inclusive curriculum and culture

The curriculum and wider personal-development programme teach children, in an age-appropriate way, to recognise and value difference. The school's values of Respect, Kindness, Inclusion and Teamwork are explicitly taught and revisited. British values, Protective Behaviours, restorative and Therapeutic Thinking approaches, and the message 'No Outsiders – Everyone is welcome here' support belonging, respectful relationships and safe challenge to prejudice.

Books, images, examples, assemblies and role models are selected to reflect different cultures, ethnicities, religions, disabilities, sexes and family structures without stereotyping. Children learn to name unfairness, seek help and repair relationships. Any discriminatory language, bullying or harassment is addressed promptly, recorded and followed up.

SEND and disability

Children remain valued members of their mainstream class. High-quality teaching is adapted through clear routines, reduced language load, modelling, concrete and visual resources, alternative recording, assistive or specialist equipment, sensory and movement support, and carefully planned adult scaffolding. The Jimmies SEND Inclusion Hub extends mainstream provision through ambitious, personalised and developmentally appropriate teaching, including the Tadpoles, Froglets and Leap Frogs pathways.

Assessment draws on national expectations alongside small-step frameworks, EHCP and individual targets, the Development Profile and the school's PIVATS-aligned Foundational Skills tracker. Progress is considered from each child's starting point. Staff use assess–plan–do–review and work with parents, pupils and external professionals.

Communication and participation

The school uses plain language, visual supports, ClassDojo, telephone and face-to-face contact to help families access information. Translation, interpretation, paper copies, enlarged print, simplified formats or individual explanation are arranged where required. Children's communication needs are supported through oracy routines, sentence stems, Colourful Semantics, visual timetables, objects of reference and augmentative or alternative communication where appropriate.

Attendance and access to wider school life

Attendance is treated as an inclusion issue. The school identifies barriers early, holds supportive conversations and agrees reasonable, time-limited plans where a child's disability, medical need, anxiety, SEND or family circumstances affect attendance. Breakfast provision, funded or subsidised opportunities and practical support help reduce financial barriers. Trips, clubs, lunchtimes, assemblies, performances and transition activities are planned so all pupils can participate, with individual risk assessment and reasonable adjustments where required.

4. Roles and accountability

Local Governing Committee: Approves the plan; challenges leaders about statutory compliance, progress and impact; ensures objectives are published and reviewed.

Headteacher: Provides strategic leadership; ensures the equality duty informs decisions, policies and school improvement; reports progress at least annually.

SENDCo: Coordinates SEND and accessibility planning; supports reasonable adjustments, provision review, staff development and work with families and professionals.

Senior and curriculum leaders: Analyse outcomes and participation by group; audit representation and accessibility; address identified gaps.

Teachers and support staff: Plan inclusive teaching, implement agreed adjustments, challenge discrimination, listen to pupils and raise emerging barriers promptly.

Office, premises and visit leaders: Support accessible communication, safe access, emergency planning and inclusive educational visits.

All staff and governors: Model the school's values and have due regard to equality when making decisions.

Equality objectives action plan

Objective / barrier	Actions and reasonable adjustments	Timescale	Lead / monitoring	Success measures and evidence
1. Improve access, progress and independence for pupils with SEND and disabilities.	• Use RWI Flight Path and Small Steps trackers, Foundational Skills tracking, EHCP/IEP outcomes and termly pupil progress meetings to identify barriers quickly. ● Implement assess–plan–do–review consistently and evidence reasonable adjustments in planning and pupil records. ● Strengthen the Non-Verbal Tutoring → Oral Blending → Set 1 → Ditty → Green pathway and targeted phonics tutoring. ● Develop staff expertise in autism, speech and language, sensory regulation, adaptive teaching, TEACCH, Therapeutic Thinking and assistive communication. ● Review Jimmies entry, provision, mainstream participation and reintegration for each pupil. ●• Deliver the 2026–27 SIP inclusion priorities through clear Jimmies entry, review and exit criteria; an EHCP-linked provision timetable; strengthened teacher accountability; and consistent use of Teach Scribe/iASEND evidence. ●• Implement the IMF-funded accessible toileting/handwashing facilities and dedicated low-arousal SEMH base, with individual access, intimate-care, supervision, safeguarding, fire-safety, risk-assessment and reintegration arrangements in place before use. ●• Protect access to the same ambitious curriculum, including Year 1 continuous/enhanced and outdoor provision, using reasonable adjustments, communication supports, sensory/regulation strategies and short-cycle keep-up without routinely separating pupils from rich experiences.	Half-termly review in 2026–27; termly LAC reporting; annual evaluation; full impact review by April 2028.	Headteacher; SENDCo; RWI Lead; class teachers. Governors review termly/annually. IMF premises delivery: Headteacher, SENDCo, premises lead and InMAT Estates. Staff-readiness and pupil impact: SENDCo/SLT. Governors review progress, value for money and impact termly.	• SEND pupils make demonstrable progress from starting points and towards individual outcomes. ● Gaps in phonics, foundational skills and participation narrow over time. ● Adjustments are consistently evident in learning walks, plans and pupil voice. ● Jimmies pupils increase successful participation in mainstream routines where appropriate. ●• 100% of identified Jimmies users have safe, appropriate access to toileting and handwashing when the facility opens; pupil/parent voice evidences improved dignity, confidence and belonging. ●• By summer 2027, at least 80% of targeted regulation episodes result in planned return to learning within each child's agreed timescale; learning time lost through avoidable transitions and dysregulation reduces from baseline. ●• 100% of relevant staff are briefed before either new space opens and can explain access, supervision, recording, escalation and reintegration procedures. ●• SEND/PP pupils participate equitably in the full curriculum and wider provision; EHCP/IEP, foundational-skills, attendance, behaviour and participation evidence shows improved access and independence from starting points.
2. Reduce attendance and participation gaps for disadvantaged pupils and pupils with SEND.	• Track attendance and persistent absence at least fortnightly by disadvantage, SEND/disability, EAL, sex and other relevant groups, protecting anonymity. ● Respond rapidly to deterioration through daily teacher contact, attendance-team review and individual support plans. ● Explore disability, medical, anxiety, transport, language and financial barriers before escalation; make reasonable adjustments where appropriate. ● Promote positive early attendance habits from pre-school and Reception. ● Use breakfast provision, funded opportunities and practical support to reduce access barriers. ●• Treat access, dignity, regulation, medical/self-care needs and participation as possible attendance barriers; use Jimmies/SEMH case review evidence to test whether adjustments reduce missed learning.	Fortnightly monitoring; half-termly reporting; annual evaluation to April 2028.	Headteacher; Louise Drake, Office Manager; Clare Cousins, Attendance Officer; teachers.	• Whole-school attendance moves towards 96%. ● Persistent absence reduces from the current baseline. ● Gaps between disadvantaged/SEND pupils and peers reduce year on year. ● Support is timely, recorded and evaluated; pupil participation in clubs, visits and wider opportunities improves. ●• Case studies for pupils using Jimmies or SEMH support show whether environmental adjustments improve punctual access, sustained participation and attendance.

Objective / barrier	Actions and reasonable adjustments	Timescale	Lead / monitoring	Success measures and evidence
3. Ensure every child sees themselves represented and develops respectful, inclusive attitudes.	• Audit books, displays, examples, assemblies and curriculum plans for balanced, non-stereotypical representation. ● Deliver the progressive Behaviour, Values and Personal Development Curriculum from pre-school to Year 2, including No Outsiders, British values and Protective Behaviours. ● Teach and rehearse age-appropriate language for inclusion, respectful disagreement, reporting concerns and repairing harm. ● Record, analyse and respond to prejudicial language, discriminatory incidents and bullying; communicate with families where appropriate. ● Use pupil voice to evaluate belonging, safety and representation. ● • Use the SIP belonging indicators and targeted pupil, parent and staff voice to evaluate whether children feel known, represented, safe and able to participate, including SEND, PP, EAL and Jimmies families.	Curriculum audit annually; pupil voice termly; incident review half-termly.	Headteacher; PSHE/PD Lead; curriculum leaders; all teachers.	• Curriculum audits show broad, authentic representation without stereotyping. ● Pupils can explain that everyone belongs and identify trusted adults. ● Pupil voice shows strong belonging and safety across groups. ● Discriminatory incidents are rare, consistently challenged, recorded and followed up. ● • Belonging is explicitly evaluated in subject, phase, safeguarding, attendance, inclusion and governor reports; identified participation barriers lead to a named action and review date.
4. Improve equitable access to school information and partnership for families, particularly those with EAL, SEND or literacy needs.	• Audit key communications for clarity, reading demand and accessibility. ● Provide plain-English, visual, translated, interpreted, paper, enlarged or individual formats according to need. ● Identify preferred communication methods and access needs on admission and review when circumstances change. ● Use face-to-face explanation, ClassDojo and telephone contact appropriately; do not rely on a single digital channel. ● Seek targeted feedback from families who may be less represented in general surveys.	Admission and ongoing; communication audit twice yearly; annual evaluation.	Headteacher; Office Manager; SENDCo; EAL Lead; class teachers.	• Families report that essential information is understandable and accessible. ● Translation/interpretation and alternative formats are provided promptly when required. ● Engagement with meetings, consultations and school events broadens. ● Complaints or missed actions caused by inaccessible communication reduce.

6. Accessibility plan, 2024–2028

Accessibility is an ongoing process rather than a one-off building check. The school will anticipate common needs, consult individuals about specific barriers and record decisions. Health and safety requirements will be met without using them as a blanket reason to exclude a disabled pupil.

Objective / barrier	Actions and reasonable adjustments	Timescale	Lead / monitoring	Success measures and evidence

Objective / barrier	Actions and reasonable adjustments	Timescale	Lead / monitoring	Success measures and evidence
Curriculum: ensure disabled pupils can participate in teaching and assessment.	• Identify needs early through transition information, observation, family consultation and professional advice. ● Review curriculum design and staffing annually and when needs change, so provision matches the current cohort. ● Agree and review reasonable adjustments, including adapted resources, seating, communication support, sensory regulation, alternative recording, movement breaks and additional processing time. ● Provide specialist aids where appropriate, including tablets, communication boards, visual timetables, enlarged materials and other auxiliary aids. ● Ensure access arrangements reflect normal classroom practice. ● Review grouping, intervention and adult support so they build independence and do not unnecessarily separate pupils from peers.	On admission and at least termly; immediately when need changes.	SENDCo; teachers; teaching assistants; assessment leads.	• Adjustments are in place and understood by relevant staff. ● Disabled pupils participate, make progress and report that support helps. ● Assessment evidence reflects learning rather than avoidable access barriers.
Identification and multi-agency support: secure timely specialist advice for pupils at risk of exclusion from learning or participation.	• Use pastoral, safeguarding and SEND review meetings to identify unmet need and agree next steps. ● Discuss referrals with parents/carers and pupils in an accessible way, seeking consent unless safeguarding or another lawful basis requires action. ● Seek advice from appropriate services, which may include Early Help, educational psychology, specialist support services, speech and language therapy, occupational therapy, community paediatrics and CAMHS. ● Make EHA, early-help or MASH referrals where relevant thresholds are met, and track whether agreed advice and actions are implemented. ● Record external advice in the child's plan and review its impact with class staff, leaders and families.	Ongoing as need emerges; actions reviewed through termly SEND/pastoral cycles.	SENDCo; DSL; pastoral team; Headteacher; class teachers.	• Pupils at risk are identified promptly. ● Referrals are proportionate, timely and followed through. ● External recommendations are reflected in provision and staff training. ● Families understand the support pathway and pupils experience improved access, safety or progress.
Curriculum: strengthen staff knowledge and confidence.	• Provide planned CPD and coaching on adaptive teaching, autism, speech and language, sensory processing, emotional regulation, medical needs and accessible communication. ● Include adjustments and pupil needs in induction and handover, observing confidentiality. ● Use learning walks, planning review and pupil voice to evaluate application.	Annual programme with termly follow-up.	Headteacher; SENDCo; phase and subject leaders.	• Staff confidence improves. ● Practice is consistent across classes and unstructured times. ● Monitoring shows fewer avoidable barriers and stronger independence.

Objective / barrier	Actions and reasonable adjustments	Timescale	Lead / monitoring	Success measures and evidence
Physical environment: maintain safe, dignified access to buildings and learning spaces.	• Complete an annual accessibility walk with premises, SEND and user perspectives, supported by routine weekly site checks and termly review of recorded works. ● Review routes, thresholds, doors, lighting, acoustics, classroom layout, quiet/safe spaces, changing and toilet arrangements. ● Review signage for consistency, contrast, size and symbol support, using large print, Widgit-style pictures and advice from sensory/visual-impairment specialists where required. ● Maintain ramps at relevant points and identify alternative accessible entrances, teaching areas or meeting spaces where the usual route or room is unsuitable. ● Keep access routes clear and address feasible minor works promptly; prioritise larger works through premises planning. ● Create an individual access plan where the general environment does not meet a pupil's or visitor's needs. ● • Prioritise and record the two 2026–27 IMF works: accessible toileting/handwashing within or directly accessed from Jimmies and a partitioned, calm SEMH base/breakout room. Complete Trust approval, quotations, procurement and premises, fire, safeguarding, hygiene, infection-control and accessibility checks before opening.	IMF approvals and works during 2026–27, operational by the end of spring 2027 where approvals and works permit; accessibility audit annually and after significant change; termly action review.	Headteacher; SENDCo; premises lead; InMAT estates; governors.	• Audit and action log are current. ● Identified high-priority barriers are removed or mitigated. ● Users can reach and use the areas/services they need with dignity and safety. ● • Both IMF projects are safe, accessible, purposeful and completed within the £9,000 allocation, or any overspend is separately approved. Neither space reduces curriculum entitlement. ● • Monitoring evidences reduced off-base toileting transitions, improved regulation and return to learning, and increased dignity, safety, independence and belonging.
Emergency evacuation: ensure individual needs are planned for.	• Identify anyone requiring a Personal Emergency Evacuation Plan (PEEP), including temporary needs. ● Specify routes, assistance, communication, equipment and named roles; share with relevant staff and review after drills or change. ● Review whether alarm and emergency communication systems provide both audible and visual/alternative alerts for people who may not perceive the standard alarm. ● Test arrangements through the school's programme of fire and lockdown drills, including at least one fire drill each term, and record follow-up actions. ● Ensure educational visits and off-site provision include emergency-access planning.	Before access is required; review termly and after drills/incidents.	Headteacher; premises lead; SENDCo; visit leaders.	• Current PEEPs are available and understood. ● Drills demonstrate safe, timely evacuation without loss of dignity. ● Actions arising from drills are completed.
Information: provide school information in accessible formats.	• Use clear headings, readable fonts, strong contrast, plain language and accessible digital document practices. ● Offer large print, Braille where required, simplified text, visual formats, audio/individual explanation, translation and interpretation within a reasonable timeframe. ● Check that important forms and online information are usable on common devices and do not depend on colour alone. ● Review the school website termly for clear navigation, accessibility and required published information. ● State clearly how pupils, staff, families and visitors can request an alternative format.	Ongoing; key-document audit twice yearly; website check termly.	Office Manager; website/communication lead; SENDCo; EAL Lead.	• Requests are met promptly. ● Essential information is available in a usable format. ● Feedback shows improved understanding and access.

Objective / barrier	Actions and reasonable adjustments	Timescale	Lead / monitoring	Success measures and evidence
Trips, clubs, lunchtimes and events: remove participation barriers.	• Build accessibility into planning from the outset and consult pupils/families about adjustments. • Use individual risk assessment where needed and provide suitable staffing, transport, equipment, communication, rest, toileting or dietary arrangements. • Consider cost and uniform/equipment barriers; use school support and discreet subsidy where available. • Record any decision that participation cannot be achieved and evidence alternatives considered.	For every activity; termly participation review.	Visit/activity leaders; teachers; SENDCo; SLT.	• Disabled and disadvantaged pupils participate alongside peers wherever reasonably possible. • No pupil is excluded because reasonable planning was left too late. • Participation data and pupil voice show equitable access.
IMF implementation and sustainability: ensure the new Jimmies and SEMH spaces remove barriers in practice, not only through completion of building work.	• Establish a pre-opening baseline for learning time lost, dysregulation frequency/duration, successful return to learning, attendance, participation and independence. • Brief all relevant staff before opening; agree access, intimate-care, supervision, cleaning, recording, escalation and reintegration procedures. • Review individual plans, PEEPs and risk assessments; consult pupils and families in accessible ways. • Maintain an implementation log covering approvals, spend, risks, milestones, maintenance and sustainability. • Evaluate impact half-termly using Teach Scribe/iASEND, EHCP/IEP outcomes, provision records, incident patterns, stakeholder voice and anonymised case studies.	Baseline before each space opens; staff briefing before use; half-termly review; LAC reports December 2026, March 2027 and July 2027; formal evaluation July 2027.	Headteacher and SENDCo; premises lead/InMAT Estates; DSL and relevant staff. SLT monitors half-termly; LAC provides termly challenge.	• 100% staff-readiness check completed before opening. • Access, supervision and safeguarding procedures are applied consistently. • At least 80% of targeted regulation episodes result in planned return to learning within the individual timescale by summer 2027. • Pupil/family voice shows improved dignity, safety, confidence and belonging. • LAC minutes evidence challenge on impact, safeguarding, value for money and sustainability; next steps are recorded and completed.

7. Implementation and monitoring

Annual cycle

1. Autumn: refresh cohort equality information, identify emerging barriers and confirm priorities, baselines and responsible leads.
2. Each term: review progress through school improvement, SEND, attendance, curriculum and safeguarding monitoring; adjust actions where evidence shows limited impact.
3. Summer: evaluate impact, gather pupil and family voice, report to governors and publish an annual update to equality information.
4. April 2028: complete the full four-year review and publish new equality objectives and accessibility priorities.

Evidence used

- attainment, progress, phonics and foundational-skills information;
- attendance, persistent absence, punctuality and participation information;
- SEND provision reviews, EHCP/IEP outcomes and reasonable-adjustment records;
- pupil, parent and staff voice, with targeted consultation where groups are under-represented;
- curriculum and resource audits, learning walks and work scrutiny;
- behaviour, bullying, prejudicial incident, exclusion, complaint and safeguarding patterns;
- premises accessibility audits, PEEPs, risk assessments and educational-visit evaluations;
- staff training records and evaluation of impact on practice.

Action log, resources and evaluation

Leaders will maintain a working action log alongside this published plan. Each action will be RAG-rated and will record the named lead, target date, current status, evidence of impact, next step and any finance, release time, equipment, premises work or staff training required. Costs will be considered through the school and InMAT budget-planning processes. Where an adjustment cannot be implemented immediately, the school will record the interim arrangement, escalation route and intended completion date. For 2026–27, the log will cross-reference the SIP inclusion actions and the IMF implementation milestones, with half-termly SLT evaluation and termly LAC challenge.

Publication and confidentiality

The school will publish information showing how it complies with the Public Sector Equality Duty and update this at least annually. Equality objectives will be published and reviewed at least every four years. The accessibility plan will be kept under review and made available on the school website. A paper copy will be provided free of charge on request.

Published information will not identify individual pupils, families or staff. Small-group information will be suppressed or described carefully where there is a risk of identification. Equality monitoring will be proportionate and handled in line with data-protection requirements.

8. Raising a concern

A pupil, parent, carer, staff member or visitor who identifies an accessibility barrier or believes discrimination, harassment or victimisation has occurred should raise the matter with the class teacher, SENDCo or Headteacher. The school will listen, record the concern, consider immediate protection or reasonable adjustments, investigate proportionately and explain the outcome. Concerns may also be raised through the school's complaints procedure.

9. Links with other school documents

- SEND Information Report and SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour and Relationships Policy
- Attendance Policy

- Curriculum, Teaching and Learning and Assessment policies
- Educational Visits procedures
- Health and Safety, Fire Safety, PEEP and risk-assessment arrangements
- Safeguarding and Child Protection Policy
- Complaints Procedure
- Staff Code of Conduct and safer recruitment arrangements
- School Improvement Plan 2026–27
- InMAT Inclusive Mainstream Fund – Inclusion Strategy 2026–27
- Intimate Care Policy and individual care plans
- Jimmies SEND provision criteria, timetable and reintegration arrangements

Review note This plan is a living document. If a child, family member, employee or visitor has an access need not anticipated here, the school will consider it promptly and agree reasonable, person-centred action.