



St James School

Policy: Accessibility Plan

Policy Date: Spring 2018

Review Date: Spring 2019

Review Committee: Performance & Standards

Author of Policy: Tamar Busby

ACCESSIBILITY PLAN

Date of policy: May 2018 and to be reviewed annually.

Member of staff responsible: Tamar Busby

St James School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is as below:

- Someone with a physical or mental impairment
- The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

We recognise our duty under the Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment.

It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

Schools and LEAs must:

- not treat disabled students less favourably; and
- take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty)

The Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. *Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated purposes.*

St James School is a purpose-built building which has taken into account the need for access for all. This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

The provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a student with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled students can participate in schools' curriculums.

The curriculum is carefully designed to meet the needs of learners and students access a broad and varied curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools are expected to plan to improve progressively access to the curriculum for all disabled students although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual students.

3. Improving the delivery of information to students with disabilities

Any students requiring additional support are clearly identified on entry to St James School. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation. Some students are allocated additional support in morning registration where communication is used extensively and monitored on a daily basis by support staff. Some students are also allocated a key worker to ensure effective communication with parents as well as children. This part of the duty covers planning to make information normally provided by the school in writing to its students – such as handouts, timetables, textbooks, information about school events – available to disabled students. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a

reasonable time frame and take account of the students' disabilities and students' and parents' preferred formats.

Other related school policies

Equality for disabled students is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

Equalities Policy
Behaviour Policy
Admissions Policy
SEND policy
Medication Policy

Aims

St James School aims to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the physical environment of the school to cater for the needs of students with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for students with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and students aware of the importance of language.

Actions to ensure equality for students with disabilities

1. We shall undertake an equality audit using a cross section of staff, students and parents
2. As a result of the audit, we shall:
 - write an action plan which includes targets
 - make the policy and targets known to all teaching and ancillary staff, students and parents
 - monitor the success of the plan
 - the Plan will be reviewed annually by Tamar Busby
3. The Governing Body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of students with disabilities).

Monitoring

St James School recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices
- Post 16 destinations
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on Parents for St James, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Priorities Plan for 2018-19

| | Strategies | By Whom | Resources | Specific aim |
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| 1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated purposes. | Student profiles on SEND students to be regularly updated to highlight measures staff can take to address needs of individual students e.g. not to seat near a window, to seat where lips can be read etc. | TMB | Pupil profiles and advice from other agencies as appropriate. | To enable staff to differentiate effectively for the physical needs of our students. |
| | ICT additional support to be reviewed and updated as required with additional training for staff and students as required. | TMB and Operations | Read Write Gold, Communication in Print and other programs as required. SEN laptops and netbooks. | To support students who would benefit from these programs in order to fully access the curriculum and respond to it. (At present although we have these programs they are not well-used). |
| | Students to be supported where recommendations have been made by Occupational Therapy. | TMB and TA Team | At present students are able to access physio sessions with TA support, toileting support, a differentiated PE curriculum, writing slopes and pen grips. Students can also use yellow books and coloured overlays for reading. | To enable students to have their physical health needs met. |

Priorities Plan for 2018-19

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| | <p>Healthcare Plans to be drawn up where physical needs relating to health conditions may impact on education. Staff to action these.</p> <p>Adjustments to physical environment to be considered as part of exam access arrangements, in line with JCQ guidelines.</p> <p>UV Filtering window film to be applied to all windows around the school.</p> <p>School toilet provision under review to ensure maximal student and staff access to appropriate toileting facilities.</p> <p>Discussions to be held with interested parties regarding entrances to the school.</p> | <p>TMB and Reception staff</p> <p>TMB/KED</p> <p>LA/CDN to oversee</p> <p>SLT/CDN</p> <p>CDN/MSCL/Sodexo/LA</p> | <p>Healthcare Plans and medications as required.</p> <p>Separate room, additional invigilators and other arrangements as required.</p> <p>UV filtering film</p> <p>Toilet allocation and signage.</p> <p>Entrances to school are currently not self-opening and can be unwieldy for some users with disabilities.</p> | <p>To ensure students and their parents are consulted about physical needs and actions taken to minimise impact on education/attendance.</p> <p>To ensure SEND students are not unfairly disadvantaged in their exams.</p> <p>To allow students with UV allergy to participate in the life of the school.</p> <p>To ensure all students and staff have access to appropriate facilities.</p> <p>To create easier access to the building for people with physical disabilities.</p> |
| <p>2. Increase the extent to which disabled students can participate in</p> | <p>In line with SEND policy, a pupil profile and plan will be drawn up for students who have identified needs. Parents and students will be consulted about their plans and staff will differentiate appropriately. This may mean the curriculum needs to be adjusted for all students in a class/year group or for an individual</p> | <p>TMB</p> | <p>Pupil profiles and associated resources.</p> | <p>To ensure students' needs are met in school.</p> |

Priorities Plan for 2018-19

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| the schools' curriculums. | <p>student. SEND students are monitored through reviews, parental meetings and the QAR.</p> <p>Staff are given regular training on frequently met conditions and any conditions that are new to the school. (Training given in 2017 on diabetes, asthma, allergies, cystic fibrosis and kept under review). New staff are given additional training and information about supporting commonly met conditions and those present in the school is available to all staff on the I drive.</p> | TMB | Powerpoints, CPD and resources stored on I drive. | To ensure staff are confident they can meet students' needs. |
| | <p>Healthcare plans are drawn up for new pupils and reviewed annually for students in line with school policy.</p> | TMB | Plans and associated medicines. Support staff as required. | To ensure health needs are met and access to education and attendance are maximised. |
| | <p>Students who have an EHCP or who have been identified as having additional needs will have a supported transition into Post-16 provision.</p> | TMB/KLA | Kelly Avery, Careers South West, Independent Living Support as required. | To ensure SEND students are able to access Post-16 provision equally. |
| | <p>All students who receive exclusions or high levels of sanctions to have their needs reviewed and additional support as required. Exclusions data to be monitored regularly.</p> | ACW/TMB | This includes possible mentoring, 1:1 support, social skills lessons, a PSP, Break and Lunch support etc. | To ensure that additional unmet needs are not responsible for exclusions/students being unable to access the curriculum successfully. |
| | <p>Parents, students and staff to be consulted regularly about equality within St James School.</p> | MJB/TMB | Regular student focus groups and consultations, | To ensure needs are accurately identified |

Priorities Plan for 2018-19

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| | <p>Emergency Asthma medication to be kept in school.</p> <p>Emergency Epi pens to be ordered and kept in school (as soon as they are available to buy – currently there is a national shortage)</p> | <p>TMB/Reception staff</p> <p>TMB/Reception Staff</p> | <p>Parents for St James and parental consultations at Parents Evenings, Staff questionnaires and appraisals, other parent/student meetings.</p> <p>Emergency asthma inhaler.</p> <p>Epi pens for emergency use.</p> | <p>so they can be addressed.</p> <p>To ensure we can support asthmatic students in an emergency.</p> <p>To ensure we can support students in an emergency if they forget their epi pen.</p> |
| <p>Improving delivery of information to students with disabilities</p> | <p>Use of IT for reading and scribing. Students to have access to IT to facilitate this or a TA may be used.</p> <p>Dyslexia friendly resources used e.g. yellow books and paper, reading rulers. Dyslexia mentoring also in place.</p> | <p>TA Team/Operations</p> <p>YTM</p> | <p>Read Write Gold, and Windows Dictation available in school. Students also have access to touch typing lessons. Exam Access Arrangements in place for students in Y9 or above. Laptops and netbooks available for use in school.</p> <p>Yellow books and papers, reading rulers. TA mentoring.</p> | <p>To ensure students can access resources and information.</p> |

Priorities Plan for 2018-19

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| | <p>Monitoring of sanctions to ensure they are not the result of unmet needs.</p> <p>Home/School books, reports or emails used to ensure parents can also tell us if needs are unmet.</p> <p>Speech and language interventions run if therapeutic assessment recommends them. Auditory Processing Difficulties interventions also run for students identified as likely to benefit.</p> <p>Pupil profiles and additional resources on the I drive produced to help staff differentiate appropriately for the most common forms of need.</p> <p>Fast Track classes and additional literacy interventions are run for the students with the highest need.</p> | <p>JOW/TMB/ACW</p> <p>Inclusion Team and TA team</p> <p>TMB/TA Team</p> <p>TMB/teachers</p> <p>TMB/Teachers</p> | <p>Behaviour/Inclusion meetings highlight necessary resources e.g. EP report and actions, mentoring, TA support etc.</p> <p>Home school books or resources.</p> <p>SALT and APD resources e.g. Black Sheep.</p> <p>SEN support resources on I drive.</p> <p>Fast Track resources.</p> | |
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