

Lift Schools documents

Accessibility Plan

Domain of application	St James the Great Academy
Review cycle	One year
Approved by	David Atter, Regional Education Director
Date of last review	September 2024
Date of next review	September 2025

St James the Great - Accessibility Plan

This Accessibility Plan (the plan) should be read in conjunction with our trust wide Accessibility Policy.

The plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Principal, SENDCO, Area Site Manager, and Regional Estates Operations Manager are accountable for ensuring the implementation, review, and reporting on progress of the plan over a 3 year period.

This plan has been drawn up based upon information supplied by the trust and the Local Authority (LA), and in conjunction with pupils, parents, and staff of the school. This will advise other school planning documents.

This plan is updated to reflect statutory requirements for the setting of equality objectives.

The plan is structured to complement and support the trust's equality objectives. We understand that OFSTED inspectors may include a school's accessibility plan as part of their review and will advise upon the compliance to the Equality Act 2010.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school intends, over time, to increase the accessibility of provision for all pupils, staff and visitors. The plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This will cover making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are able-bodied pupils. This will cover teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It will also cover the provision of specialist auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, leaflets and

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information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The plan relates to the key aspects of the physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff on their duties under the Equality Act 2010.

Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Access to the physical environment					
To ensure that classroom organisation supports a range of disabilities (hearing, autism, mobility)	<p>Guidance from specialists (hearing impaired service, inclusion and intervention team, occupational therapist, physiotherapist) taken into account when arranging classrooms to support children with disabilities.</p> <p>Evaluate noise levels, lighting, seating positions, furniture, equipment, steps, ramps, spacing, layout, location of resources, visuals etc...</p> <p>Ear defenders available.</p>	Monitoring indicates SEND taken into account in organising the environment for learning across all areas of the school accessed by individual pupils.	September 2024 and ongoing	TS/ RF	All resources in place so that all pupils have equal access to the curriculum
All areas accessible to pupils and visitors with a physical disability.	Liaise closely with occupational therapist and physiotherapist,	Written plans in place agreed by key specialists. Any ongoing issues logged and discussed with specialists.	September 2024 and ongoing.	TS/ SF/ RF	All resources in place so that all pupils have equal access to the

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	Complete PEEPS.	Reports available.			curriculum
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Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Access to the curriculum					
For classroom staff to set, implement and review individual targets. To differentiate materials, resources or support accordingly.	SEND information available to all staff and further training on planning and implementation approaches eg visuals, software, EduKey, brain break activities. Copies of slides and diagrams available to pupils where appropriate. Laptop use, sloping desk, pencil grips, wobble cushions, seating arrangements consider additional needs, scheduled brain breaks, safe spaces / breakout area.	Monitoring indicates creative differentiation in place targeted at SEND pupils.	September 2024 and ongoing	RF/ Teachers	All resources in place so that all pupils have equal access to the curriculum

Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Delivery of written information					
Information	To create a timetable which provides consistency and opportunities to further develop	Information cascaded and available to all staff. Training from SALT. Additional specialist training (external and on site school specific) from eg OT, 1:1	September 2024 and ongoing	TS/ RF	All resources in place so that all pupils have equal access to the curriculum

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	<p>relationships between staff and pupils.</p> <p>To further develop opportunities for Provision children to access elements of the mainstream timetable where they can be successful.</p> <p>To further develop adapted approaches to learning eg TEACCH, taking the learning to the child, practical / recorded, PECs.</p>	team, physio.			
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