

Luke 1:37



SAINT JAMES'
Church of England School

St James' CE Primary School

Accessibility Report 2025



1. Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- he or she has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At St James’ CofE Primary School we are aware that we have a duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St James’ CofE the plan will be monitored by the Head Teacher and evaluated by the Policies Sub Committee. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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 Accessibility Plan will contain relevant actions to:

- Improve awareness of equality and inclusion.
- Improve access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils (we understand that if a school fails to do this they are in breach of the Equality Act 2010). This covers 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

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also covers the provision of specialist 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 handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Environment

St James' CofE is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Publication

The Accessibility Plan will be published on the school website.

Monitoring

The Accessibility Plan will be monitored through the Full Governing Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

APPROVED _____ POSITION _____

DATE _____

St James' CofE Primary School

2. Aims and Objectives

Our Aims are:

- To Improve and maintain access to the physical environment
- To Increase access to the curriculum for pupils with a disability
- To Improve the delivery of written information to pupils
- To Improve access to remote learning to support the needs of all pupils

Our objectives are detailed in the Action Plan.

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3. Current good practice

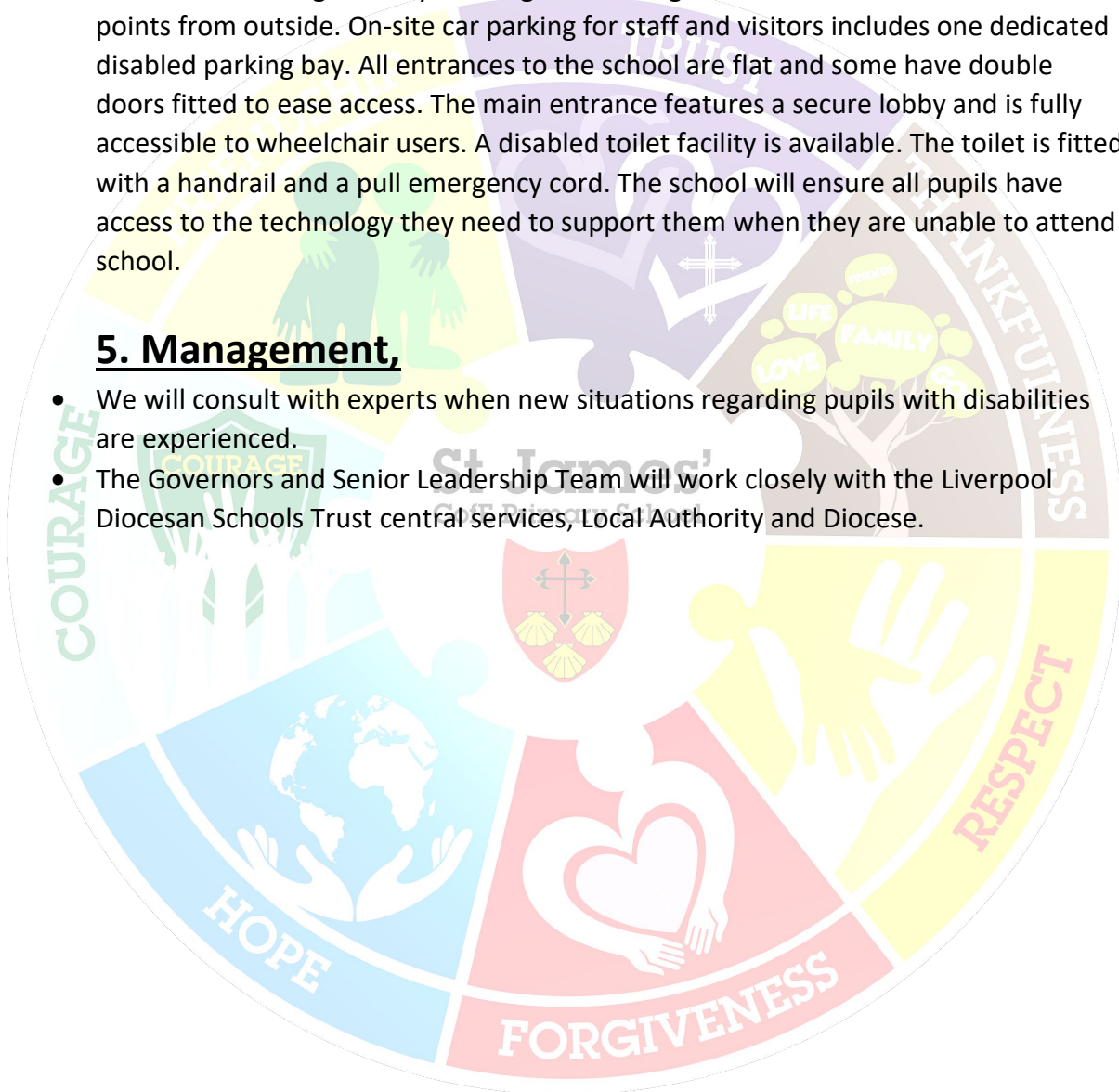
We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information annually at the beginning of the school academic year.

4. Access Audit

The school is a single storey building with average-sized corridors and several access points from outside. On-site car parking for staff and visitors includes one dedicated disabled parking bay. All entrances to the school are flat and some have double doors fitted to ease access. The main entrance features a secure lobby and is fully accessible to wheelchair users. A disabled toilet facility is available. The toilet is fitted with a handrail and a pull emergency cord. The school will ensure all pupils have access to the technology they need to support them when they are unable to attend school.

5. Management,

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Liverpool Diocesan Schools Trust central services, Local Authority and Diocese.



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Target	Strategies	Outcome	Timeframe
Physical environment			
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Headteacher, Health and Safety officer, SENDCO: to audit accessibility of school buildings and grounds. Governors: Finance & Personnel Committee to check accessibility.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	Accessibility Audit to be completed. Long Term To be reviewed annually.
Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	Long Term Until any new construction begins.
Target	Strategies	Outcome	Timeframe
Curriculum			
Provide staff training for teachers and support staff on different aspects of SEND, differentiation and interventions.	SENDCO to deliver training to staff on the 4 areas of SEND and Adaptive teaching strategies. Staff to have training on specific areas of learning for interventions e.g. phonics. Review the needs of children with specific issues, provide all relevant	All staff trained, confident and competent to deliver high quality teaching and learning to all pupils, particularly to those with barriers, ensuring inclusion for all.	Ongoing

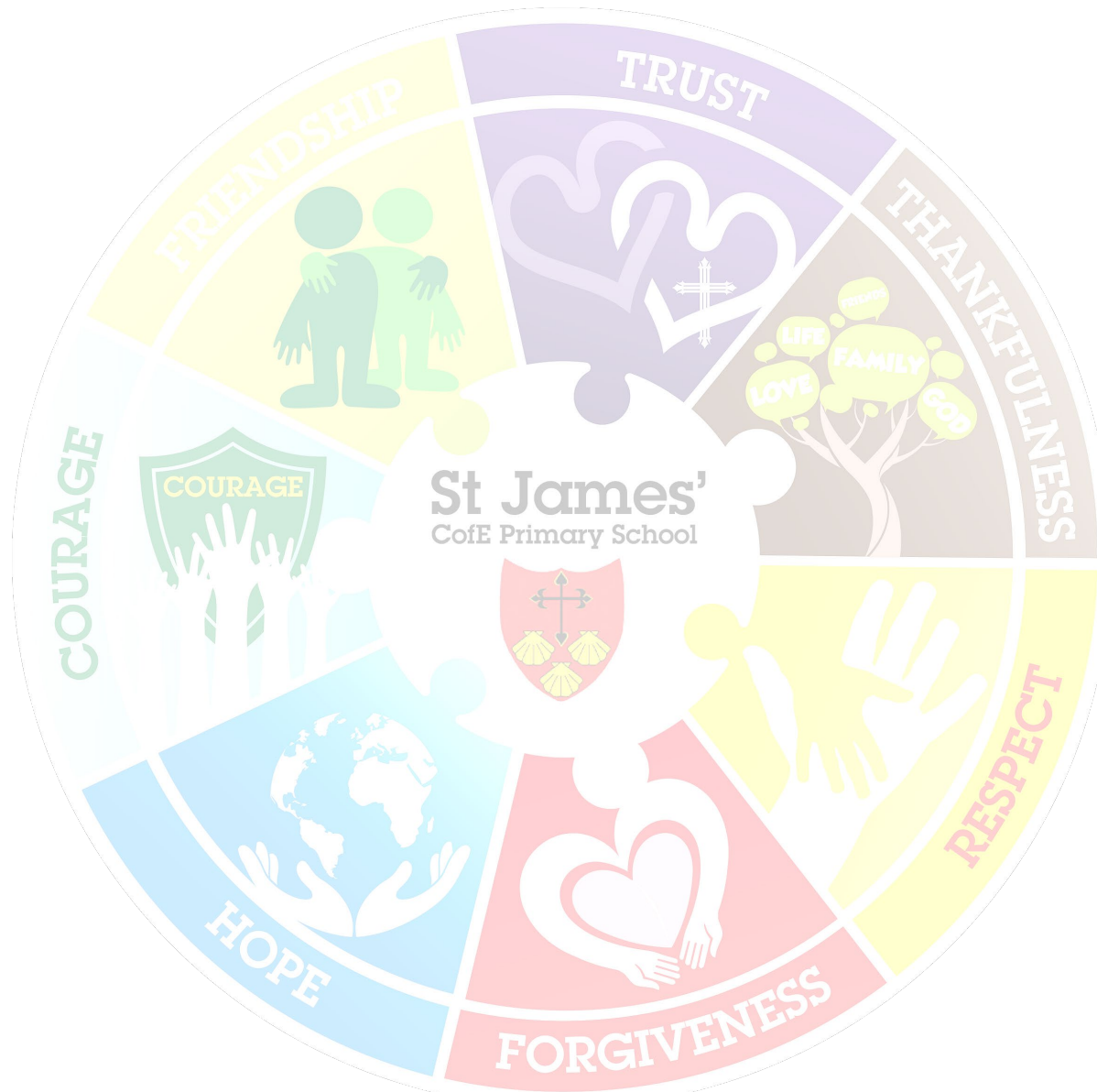
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	training. Staff are 'team teach' trained. Staff are trauma informed trained.		
All out of school activities are planned to ensure the participation and inclusion of all pupils.	Review all out of school provision to ensure compliance with legislation. Staff to complete risk assessments for all out of school activities.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. <i>Further opportunities and trips are offered to children with complex needs to widen their experience and opportunities.</i>	Ongoing
Classrooms are optimally organised and reasonable adjustments are made (e.g. access for wheelchair use, seating arrangements for children with visual/hearing difficulties). All additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and ensure that classrooms have made the reasonable adjustments required for all children. Review the use of specialist equipment to support the learning process in individual classrooms for individual children.	Each classroom/learning area enables all pupils to access the resources, equipment and areas that they need. Nurture bases and 2 SEND units have been designed to provide emotional, social and academic support to children with complex needs.	Ongoing
Access arrangements to meet individual's needs (for example taking tests) will be applied for and support provided when required.	Teachers, SENDCO and SLT will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed. <i>Some children will have access to our nurture classrooms and SEND units.</i>	Ongoing

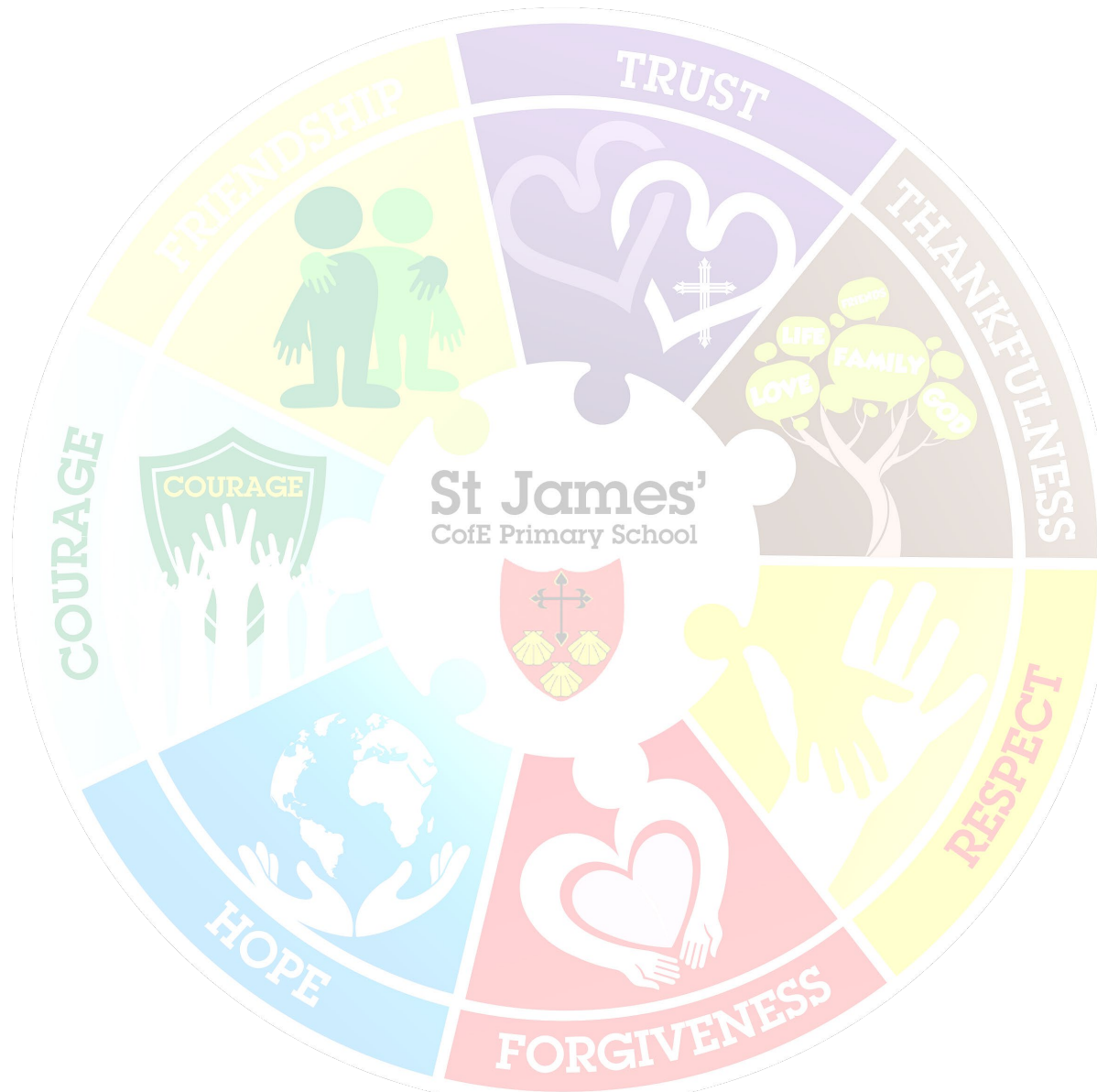
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Target	Strategies	Outcome	Timeframe
Written/other information			
Make available school letters, newsletters and other information for parents/carers in alternative formats. Availability of other written material in alternative formats also.	Review all current school publications and promote the availability in different formats for those that require it. Translators are available.	The school will be able to provide written information in different formats when required for individual purposes.	Review of documents ongoing
Availability of written material in alternative languages.	The school will use information and translations provided by the EAL Team for key information for EAL families. Translators are available. The school will review language option requirements for the school website.	School information will be available and accessible to all.	On going
To continue improving communication for any hearing impaired member of the school community.	Review the need for Sound Field Systems throughout the school.	Enable pupils, parents and visitors who are hearing impaired to be better able to access verbal information.	Review annually

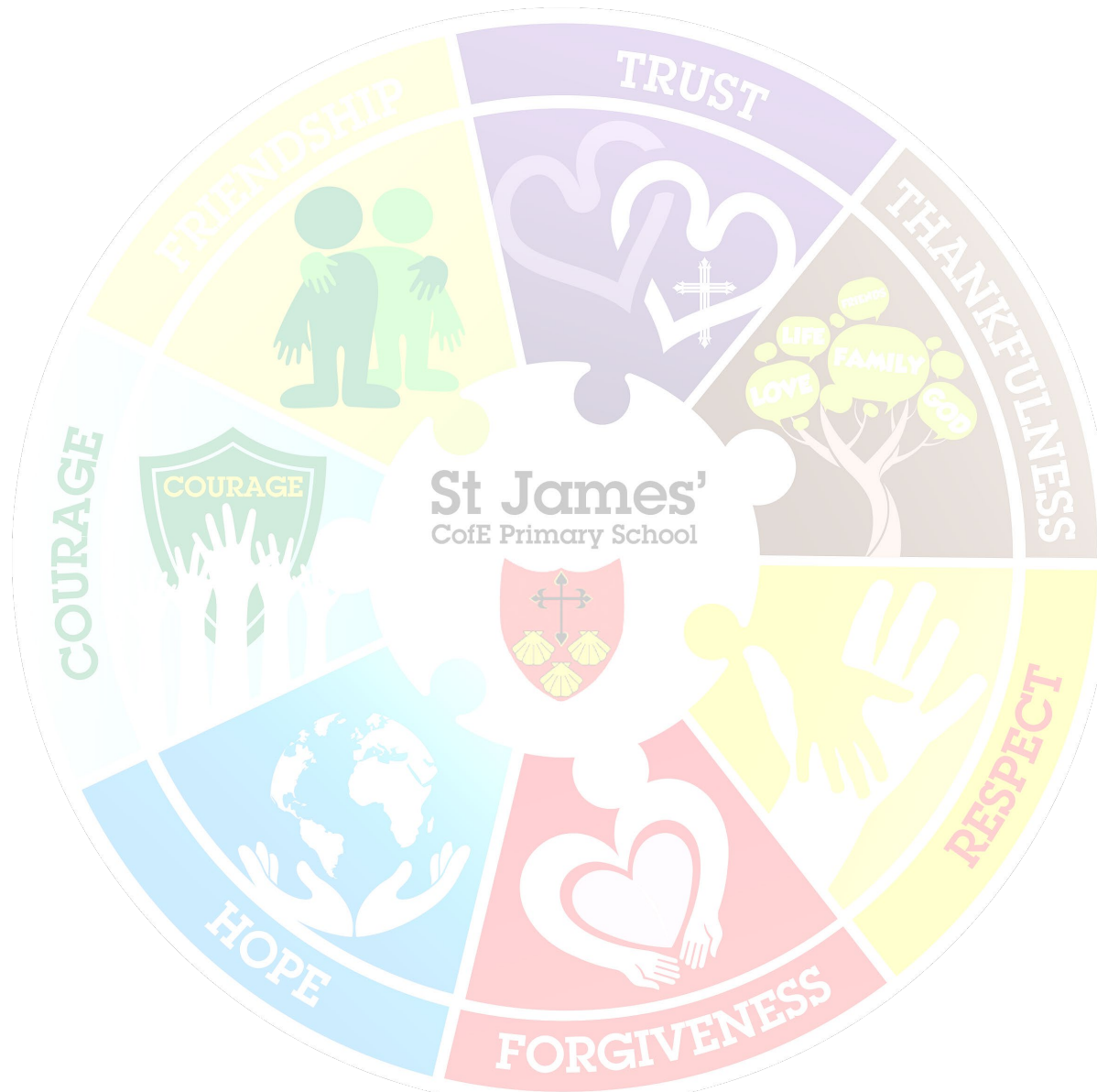
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