



St James C of E Academy Accessibility Plan

Date of latest review	June 2026
Date of next review	June 2028

Introduction:

At St James, we are committed to providing an inclusive environment where all pupils, staff, parents, and visitors are able to access and participate fully in school life. We actively work to reduce and eliminate barriers to access and ensure equality of opportunity for all.

This policy complies with the requirements of the Equality Act 2010 and supports our Public Sector Equality Duty

This policy is informed by:

- The Equality Act 2010
- The Special Educational Needs and Disability (SEND) Code of Practice (2015)
- The Equality Act 2010 (Specific Duties) Regulations 2011
- The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018

We recognise our duty to make **reasonable adjustments** for disabled individuals to prevent substantial disadvantage

Under the Equality Act 2010, a disability is defined as:

“A physical or mental impairment that has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

We aim to:

- Increase access to the curriculum for pupils with disabilities
- Improve the physical environment of the school
- Improve the availability of accessible information
- Ensure all stakeholders are aware of their roles in promoting accessibility

Roles and Responsibilities

Headteacher / Senior Leadership Team (SLT):

- Ensure implementation of this policy
- Allocate resources and monitor progress

SENCo:

- Identify and coordinate support for pupils with additional needs
- Ensure reasonable adjustments are in place

Governing Body:

- Monitor compliance with the Equality Act
- Review the Accessibility Plan

All Staff:

- Promote inclusive practice
- Implement reasonable adjustments in teaching and learning

Reasonable Adjustments

We will take reasonable steps to:

- Adapt teaching materials and delivery
- Provide specialist equipment where necessary
- Adjust policies and procedures where required

All adjustments will be based on individual need and reviewed regularly

Accessibility Plan

Schools are required to have an Accessibility Plan showing how they are planning strategically to increase access over time; the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed, and revised as necessary and reported annually.

Attached is an action plan outlining how we are:

- Increasing the extent to which our disabled pupils can participate in the curriculum; • Improving the physical environment to enable those with disabilities to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to those with disabilities.

Rationale

St James C of E Academy has a duty to ensure:

- Disabled pupils and staff can fully participate in the school curriculum
- The physical environment of the school supports and increases the extent to which disabled pupils and staff are able to take advantage of all school services
- That physical and learning environments can be reasonably accessed by disabled pupils and staff and meet their needs.

We understand that a disabled pupil or staff member can be discriminated against in two ways:

- By less favorable treatment
- By the School failing to make a 'reasonable adjustment'.

Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils or staff and prospective pupils or staff being placed at a 'substantial disadvantage' or treated unfavorably compared to non-disabled pupils or staff.

As such we have adopted this plan to ensure that at St James C of E Academy:

- Makes every child, staff member and visitor feel welcome
- Values all pupils and staff members equally
- Has high expectations of all pupils
- Takes every possible step to remove barriers to learning and participation

Monitoring and Review

- This policy will be reviewed at least every three years
- The Accessibility Plan will be monitored annually

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to the curriculum Ensure ICT for pupils with disabilities	Review accessibility of ICT (including ipads and laptops) using specialist expertise. Involve pupils in review of hard & software. Prioritise new software to purchase. Train Teachers & TAs and on use of Communicate in Print and how to create a communication friendly environment	Summer 2026	Communication in Print training for new staff and TAs Communication friendly environment training	SENDCo	Senior Leadership Team SEND Governors
Increasing Access to the Curriculum Improve adaptive teaching practice Expand assistive technology use	— All staff receive training on adaptive teaching strategies to support pupils with SEND, with termly monitoring of implementation. — Introduce and train staff on tools such as speech-to-text, reading pens, and visual supports.				
Ensure curriculum materials are accessible	— All worksheets and resources available in large print, simplified language, and digital formats.				
Increase participation in extracurricular activities	Audit clubs and trips to ensure SEND pupils can access them, with reasonable adjustments documented.				
Develop staff confidence in supporting SEMH needs —	Provide training on emotional regulation, trauma-informed practice, and de-escalation. Introduction of Zones of Regulation				
Access to wider curriculum To continue to ensure that all staff and pupils with specific needs are able to access the wider curriculum	To ensure that that wider curriculum lessons are adapted so that children with specific needs are able to access them successfully. Staff training on foundation adaptations	Continue to monitor Monitor medical needs	SLT to monitor	SLT	Head Learning mentor

Premises Increase site access to meet diverse needs of pupils, staff, parents and community users. Enhance sensory-friendly spaces	Review any personal evacuation plans. Create a room to be used for medical needs- a safe place for children. (diabetes) — Develop quiet areas or sensory rooms for pupils with sensory processing needs. Development of immersive room as a sensory space as well as curriculum enhancing Develop TA ability to lead sensory circuits to meet sensory need	Ongoing discussion Business Manager	Headteacher time Business Manager	Business Manager	Headteacher SEND Governors Site/Business Manager
Improve written document communication with parents with SEND —	Provide easy-read versions of key documents	2027	SENDCo time	SENDCo	
Attitudes To promote positive attitudes to disability	To promote positive attitudes to disability and difference SENDCo led whole school workshops on Inclusion – 1 per term.	Review PSHE Curriculum Review Collective Worship widen focus of Different/Same theme	Summer 2026		Senior Leadership Team SEND Governors