



ST JAMES
Senior Boys' School

Accessibility Plan

2018 -2021

Contents

1. Aims	3
2. Legislation and guidance.....	3
3. Current Good Practice	4
4. Action plan.....	5
5. Monitoring arrangements	10
6. Links with other policies	10
Appendix 1: Accessibility Audit	11

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum. For the purposes of this document, those pupils with disabilities will be referred to as having additional needs.
- Improve the physical environment of the school to increase the extent to which those with additional needs are able to take advantage of education and benefits, facilities or services provided or offered by the school.

At St James Senior Boys' School we are committed to working together to provide an inspirational learning environment where all children can develop an enthusiasm for learning that enables full curriculum access and that values and includes all pupils, regardless of their physical, sensory, social, spiritual, emotional, cultural and educational needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to additional needs and to developing a culture of inclusion, support and awareness within the school.

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding which those with additional needs. This plan will be made available online on the school website and paper copies are available from the School Office upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. It also includes diagnosed and significant educational, social and emotional needs such as ADHD, ASD, SEMH and Dyslexia.

Under the Equality Act 2010, schools are required to make ‘reasonable adjustments’ for pupils with disabilities to allow them to access education and to remove any barriers that disabled pupils face in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises, or in curricular differentiation.

3. Current Good Practice

Our pupils benefit from an excellent level of pastoral care provided by dedicated teaching and non-teaching staff, including a school nurse and school counsellor. We work very closely with our parents and carers, inviting them in to school on a regular basis and asking them to communicate with us via email or phone whenever the need arises.

We regularly seek the views of pupils and their parents by various means, such as emails, surveys and face to face consultations. Our work in this area was recognised by the ISI in 2018 when we won the ‘Outstanding Parental Engagement’ award.

We ask about any additional needs or health conditions in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on additional needs in accordance with our SEND Policy and Administration of Medicines Policy and Supporting Children with Medical Conditions Policy. Staff are briefed on any pupils with significant health problems at the beginning of each academic year/upon entry and information about/photos of these pupils are kept in a file in each staffroom. Staff also receive regular training in the use of epipens/inhalers/defibrillators and many are also First Aid trained.

New pupils to the school and all our pupils with significant additional learning needs, or those who have needs which mean they are underachieving, have a pupil-centred Learner Profile; these are made in collaboration with the pupils and their parents. These profiles are uploaded onto a secure area and kept as a hard copy in the staffroom. Each pupil also receives a small, laminated copy which we encourage them to share with their teachers, in order to empower them to ensure their learning needs are met.

In 2019, the following improvements were made to our SEND provision:

- We have created an online teacher referral system to flag those pupils who are underachieving: both with and without additional needs. This also serves to identify those pupils with no previous history of need.
- We relocated to a new Learning Support Area, which will allow all provision to take place in one space; including examination concessions.
- We have updated the information sharing system across the school; teachers can now access up to date and relevant pupil information. We are moving towards a wholly electronic record keeping system.
- We have trialled Dyslexia boxes in some curriculum areas; these have a range of resources in them to aid differentiation (coloured overlays, planning grids, whiteboards, post-it notes, line-guides etc). All staff are now able to request them.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
Increase access to the curriculum for pupils with additional needs.	Continue to offer a differentiated curriculum for all pupils.	<ul style="list-style-type: none"> • Regular review of progress and attainment to identify pupils who would benefit from a reduced or differentiated curriculum. • At GCSE level, some pupils take fewer GCSEs and receive extra study time to ensure they cope with workload • Teaching staff to utilise SEND Referral system on Firefly 	Heads of Department/Deputy Head Academic (DHA)/SENDCos	At least termly and after each set of assessments These actions are ongoing and central to our work.	All pupils are aided to make the best possible progress through provision of a curriculum offer that meets their needs effectively. Evaluated by: DHA/SENDCos
	Provide resources tailored to the needs of pupils who require support to access the curriculum.	<ul style="list-style-type: none"> • Evaluate 'Dyslexia Box' initiative and then roll out to the wider school. 	SENDCos/DHA	Completed September 2019	Dyslexia boxes put in place by September 2019; annual review of efficacy and impact Evaluated by: DHA/SENDCos

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
		<ul style="list-style-type: none"> Continue to identify/purchase/implement additional resources (particularly IT/multimedia/multisensory) to support the needs of SEND pupils. Acquire reader software for those students who qualify under JCQ regulations for exam access. 	SENDCos/ Network Manager/ Bursar	Ongoing. Reading software acquired September 2019	<p>All pupils are aided to make the best possible progress through teaching that meets their needs effectively.</p> <p>Evaluated by: DHA/SENDCos</p>
	Staff continue to develop strategies to aid the progress of pupils with additional needs	<ul style="list-style-type: none"> Training provided to staff in staff meetings: Fortnightly SEND bulletins emailed to all staff 	SENDCos/DHA	<p>Updates in initial staff meeting (Sept/Jan/April 2018/19/20/21) and at least once per term (ongoing)</p> <p>Ongoing</p>	<p>All pupils are aided to make the best possible progress through teaching that meets their needs effectively.</p> <p>Evaluated by: DHA/SENDCos</p>

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
		<ul style="list-style-type: none"> • SENDCos/teachers undertake appropriate CPD • Whole staff INSET on ADHD planned • LSA to be trained as an Emotional Literacy Support Assistant • LSA trained to be a VISA 		<p>Ongoing</p> <p>September 2020</p> <p>December 2020</p> <p>Ongoing while we have pupil with VI</p>	<p>Improved wellbeing of our pupils with C & I needs</p> <p>EHCP Annual review process</p> <p>Evaluated by: SENDCos</p>
	<p>Curriculum progress is tracked for all pupils</p>	<ul style="list-style-type: none"> • Regular meetings take place to track and review progress. Mark books are regularly updated with key assessment points through the year. Pupils with additional learning needs who under-achieve have interventions put in place. • Learner Profiles updated on an Annual basis with pupils and parents. 	<p>Heads of Dept/DHA/SENDCos Headmaster</p>	<p>Ongoing</p>	<p>All pupils make excellent progress: interventions are put in place in a timely and effective manner.</p> <p>Evaluated by: DHA/SENDCos</p>

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
	The curriculum is reviewed to ensure it meets the needs of all pupils.	<ul style="list-style-type: none"> Annual review of curriculum offer, including GCSE, BTEC and A Level options. 	DHA/Headmaster	2019/2020/2021	<p>The curriculum offer enables all pupils, including those with additional needs, to acquire the skills and qualifications they need to progress to HE/the workplace.</p> <p>Evaluated by: DHA/SENDCos</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils and their parents/carers as required and where reasonably possible. This currently includes:</p> <ul style="list-style-type: none"> Disabled toilets and changing facilities. Lift 	<p>Annual review of physical environment to ensure that we can provide for the needs of pupils/prospective pupils/parents particularly with regard to stepped access/furniture/wheelchair access.</p> <p>See advice from external experts where necessary.</p>	Deputy Headmaster (DHM)/Estates Manager/Bursar	May 2019/2020/2021	<p>Access to the physical environment is improved for disabled pupils and parents/carers</p> <p>Evaluated by: DHM/SENDCos</p>

	<ul style="list-style-type: none"> • Handrails 			
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Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
	Adaptations to be made to the school environment in order to ensure pupils/visitors with visual impairment are able to access and navigate the site.	<ul style="list-style-type: none"> • Visit by county Habilitation Officer • Recommended adjustments to be made 	SENDCos and Estates Manager	Completed September 2019	<p>Access to the physical environment is improved for those with visual impairment and parents/carers</p> <p>Evaluated by: DHM/SENDCos</p>

5. Monitoring arrangements

This document must be reviewed every 3 years but may be reviewed and updated more frequently if necessary. At St James Senior Boys' School, the plan will be monitored by the Headmaster and evaluated and approved by the Senior Boys' Governors' committee.

6. Links with other policies

This Accessibility Plan should be read in conjunction with the following school policies:

- a) Access Arrangements Policy
- b) Administration of Medicines and Supporting Pupils with Medical Conditions
- c) Admissions Policy
- d) Behaviour, Rewards and School Discipline Policy
- e) Curriculum Policy
- f) Equal Opportunities Policy
- g) Health and Safety Policy
- h) School Prospectus
- i) SEND Policy
- j) Safeguarding and Child Protection Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward to subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period (see Appendix 1)

Policy Written by	Alice Wood, Adam O'Higgins, Alison Jeffries
Reviewed by	Chairman of Governors
Approved by	Chairman of Governors
Date	7 th June 2021

Appendix 1:

Accessibility Audit

- The school is a three-storey building with corridors and several access points from outside. The medical room is also accessible to wheelchair users and the nurse can leave the centre to attend to a child in need. There is a lift, maintained in line with British standards, which can accommodate a wheelchair. The site has a disabled toilet.
- On-site parking is available at the main school site after 4.30pm or by prior arrangement if the need arises. The entrance to the school is flat and various entrances can be ramped. The main entrance features a secure lobby.
- The school has clear internal emergency signage and escape routes are clearly marked. This includes refuge areas for wheelchair users.

Management, Coordination and Implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Management Team will work closely with the Bursar and Estates Team to monitor levels of accessibility.