

# **Accessibility Plan: 2022-2025**

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**St James Senior Boys' School**

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## 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 various means and our work in this area was recognised by the ISI last year 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.

All our pupils with significant additional learning needs, or those who have needs which mean they are underachieving, have a pupil-centred Learner Profile made; 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.

We have also made the following improvements 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 are currently relocating 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)

#### 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"> <li>• Regular review of progress and attainment to identify pupils who would benefit from a reduced or differentiated curriculum.</li> <li>• Teaching staff to utilise SEND Referral system on Firefly</li> </ul>	Heads of Department/Deputy Head Academic (DHA)/SENDCos	At least termly and after each set of assessments  This action is 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.  <b>Evaluated by: DHA/SENDCos</b>
	Provide resources tailored to the needs of pupils who require support to access the curriculum.	<ul style="list-style-type: none"> <li>• Evaluate ‘Dyslexia Box’ initiative and then roll out to the wider school.</li> </ul>	SENDCos/DHA	September 2019	Dyslexia boxes put in place by September 2019; annual review of efficacy and impact  <b>Evaluated by: DHA/SENDCos</b>

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
		<ul style="list-style-type: none"> <li>Continue to identify/purchase/implement additional resources (particularly IT/multimedia/multisensory) to support the needs of SEND pupils: investigate the efficacy of LEXIA in order to aid the skills of pupils. Acquire reader software for those students who qualify under JCQ regulations for exam access.</li> </ul>	SENDCos/ Network Manager/ Bursar	Ongoing. LEXIA investigation completed by July 2020.	<p>Resources continue to evolve to meet our pupils' needs ever more effectively</p> <p><b>Evaluated by:</b> <b>DHA/SENDCos</b></p>
	Staff continue to develop strategies to aid the progress of pupils with additional needs	<ul style="list-style-type: none"> <li>Training provided to staff in staff meetings: <i>Updates on SEND/EAL pupils; resources for supporting SEND pupils in the classroom; EAL pupils. Personalised Learner Profiles ensure personalised strategies.</i></li> <li>Regular briefings from SENDCos</li> </ul>	SENDCos/Learning Development Department	<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><b>Evaluated by:</b> <b>DH(A)/SENDCos</b></p>

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
		<ul style="list-style-type: none"> <li>• SENDCos/teachers undertake appropriate CPD</li> <li>• Visit by Qualified Teacher of those with Visual Impairment to give whole staff INSET</li> </ul>		<p>Ongoing</p> <p>September 2019</p>	
	Curriculum progress is tracked for all pupils.	<ul style="list-style-type: none"> <li>• Regular meetings take place to track and review progress. Mark books are regularly updated with key assessment points throughout the year. Pupils with additional learning needs who under-achieve have interventions put in place.</li> </ul>	Heads of Dept/ DHA/SENDCos Headmaster.	Ongoing	<p>All pupils make excellent progress; interventions are put in place in a timely and effective manner</p> <p><b>Evaluated by: DHA/SENDCos</b></p>
	The curriculum is reviewed to ensure it meets the needs of all pupils	<ul style="list-style-type: none"> <li>• Annual review of curriculum offer, including GCSE, BTEC and A Level options</li> </ul>	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><b>Evaluated by: DHA/SENDCos</b></p>

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils and their parents/carers as required and where reasonably possible.</p> <p>This currently includes:</p> <ul style="list-style-type: none"> <li>• Disabled toilets and changing facilities.</li> <li>• Lift</li> <li>• Handrails</li> </ul>	<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>Seek advice from external experts where necessary.</p>	<p>Deputy Head (Pastoral)/ Estates Manager/Bursar</p>	<p>May 2019/2020/2021</p>	<p>Access to the physical environment is improved for disabled pupils and parents/carers</p> <p><b>Evaluated by:</b> <b>DHA/SENDCO</b></p>
	<p>We are welcoming a pupil in September 2019 with a visual impairment. We will need to adapt the environment in order to ensure he is safe and able to move around the building.</p>	<ul style="list-style-type: none"> <li>• Visit by county Habilitation Officer</li> <li>• Recommended adjustments to be made</li> </ul>	<p>SENDCOs and Estates Manager</p>	<p>May 2019</p> <p>September 2019</p>	<p>Access to the physical environment is improved for those with visual impairment and parents/carers</p> <p><b>Evaluated by:</b> <b>DHA/SENDCO</b></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) Public Exams 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 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)

<b>Signed by:</b>	
<b>Date of adoption of this policy</b>	September 2022
<b>Date of last review of this policy</b>	July 2022
<b>Date for next review of this policy</b>	June 2025
<b>Policy owner (SMT)</b>	Deputy Head Academic and SENDCo

## Appendix 1:

### Accessibility Audit

- The school is a three-storey building with corridors and several access points from outside. The Moot Hall is on the ground floor and accessible via stairs and a ramp and is therefore accessible for wheelchairs. The medical room is also on the ground floor and is accessible to wheelchair users but the nurse can leave the centre to attend to a child in need. There is a lift, maintained on a regular basis, which can accommodate a wheelchair. The site has disabled toilets across the site.
  - On-site parking is available at the main school site.
  - The entrance to the school is flat or 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.