



ST JAMES

Accessibility Plan: 2021-2024

St James Preparatory School and St James Senior Girls' School

January 2024

Contents

1. Aims	3
2. Legislation and guidance.....	4
3. Current Good Practice	4
4. Action Plan - Preparatory School.....	6
5. Action Plan – Senior Girls’ School	10
6. Action Plan - Physical Resources.....	14
7. Monitoring arrangements	18
8. Links with other policies	18
Appendix 1: Accessibility Audit	19

1. Aims

- 1.1. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
- 1.2. Increase the extent to which disabled pupils can participate in the curriculum.
- 1.3. Improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- 1.4. Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
- 1.5. This policy covers two schools located in Earsby Street, namely St James Preparatory School and St James Senior Girls' School. The policy information applies across both schools unless specified as information for a particular school.
- 1.6. We offer an education which nurtures and enriches the physical, intellectual, emotional and spiritual development of our pupils. Our happy, united atmosphere provides the ideal environment for every pupil to discover their own unique combination of strengths and talents and to 'be the best they can'. Relationships throughout the school are extremely positive and are characterised by a spirit of love, trust and mutual respect.
- 1.7. 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 disability and to developing a culture of inclusion, support and awareness within the school.
- 1.8. We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.9. This plan will be made available online on the school website and paper copies are available from the School Office upon request.
- 1.10. 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.
- 1.11. We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

- 2.1. 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](#).
- 2.2. 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.
- 2.3. 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.
- 2.4. Under the Equality Act 2010, schools are required to make ‘reasonable adjustments’ for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Current Good Practice

- 3.1. Our pupils benefit from an excellent level of provision from our SENDCO/Academic Mentoring Department, pastoral teams, teaching and non-teaching staff, including additional staff such as the school nurses and Wellbeing Coach. We work very closely with our parents and carers, inviting them into school on a regular basis and asking them to communicate with us via email or phone whenever the need arises.
- 3.2. We 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 on disability in accordance with our SEND Policy and Administration of Medicines and Supporting Pupils 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 available on our school database. Staff also receive regular training in the use of AAI's/inhalers/defibrillators and many are also First Aid trained.
- 3.3. We regularly seek the views of pupils and their parents, for example through suggestion boxes and School Council/Sapling meetings (pupils) and focus groups/coffee mornings (parents) as well as parent/student surveys.

3.4 We work to create positive images of disability within the school e.g. through assembly presentations, film events, celebrating initiatives such as Dyslexia Awareness Week, Autism Awareness Week and International Day of Disabilities to ensure that our pupils grow into adults who have some understanding of the needs of disabled people.

3.5 Recent changes to facilities include a disabled toilet that has been installed on the ground floor of the main Earsby Street site and our Sixth Form Centre also has a disabled toilet.

3.6 We have also made the following improvements to our SEND provision as outlined below:

3.6.1 St James Preparatory School:

3.6.1.1 Purchase of the DOIT Profiler which screens for and identifies neurodiverse pupils, co-occurring conditions and differences such as Dyslexia, Dyspraxia, Dyscalculia, ADD, ASD as well as areas of strength. It produces practical strategies for use, inside and outside the classroom, to support pupils with learning differences.

3.6.1.2 The set up and running of a touch typing club for Years 3-6.

3.6.1.3 The initial set up (for Year 2s) and prospective growth across the school of the Voluntary Academic Mentoring Scheme.

3.6.1.4 Staff INSET on Neurodiversity, focussing on specific areas such as Autism, ADD Dyslexia, Dyspraxia.

3.7 St James Senior Girls' School:

3.7.1 Purchase of exercise books with different coloured paper and coloured overlays.

3.7.2 Increased use of on-line resources such as OneNote/Microsoft Teams to give SEND pupils access to lesson resources/notes.

3.7.3 The employment of a SENDCO who is a qualified Access Arrangements Assessor to ensure appropriate adjustments for public exams.

3.7.4 Increased number of small group Learning Development classes taught by the SENDCO to develop SEND students' core curriculum subject knowledge: namely English/maths/science.

3.7.5 SENDCO utilised as an assistant form teacher for Year 7 pupils to help monitor SEND pupils' transition to secondary school.

3.7.6 Purchase of Touch Type Read and Spell software to develop students' typing skills.

3.7.7 Use of Lucid Exact assessment to track SEND student progress biannually and screen new pupils.

3.7.8 Purchase of the BECK Youth Inventories to screen and monitor students' mental health.

4. Action Plan - Preparatory School

4.1. 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 a disability.	Continue to offer a differentiated curriculum for all pupils.	Regular review of progress and attainment to identify pupils who would benefit from a reduced or differentiated curriculum/different pathways e.g. via Pupil Progress Reviews.	Class Teachers/Heads of Division/Deputy Head/Academic Mentoring Department (AMD)	At least termly and after each set of assessments.	All pupils are aided to make the best possible progress through provision of a curriculum offer that meets their needs effectively. Evaluated by: DH/Heads of Division
	Provide resources tailored to the needs of pupils who require support to access the curriculum.	Liaise with our Nursery and other feeder schools to review intake and identify pupils who may need additional or different provision. Seek advice from external experts where necessary.	Head of EYFS/Head of Lower School/AMD/Estates team.	September 2021-23.	Students with SEND are identified, staff are aware of who has additional needs and provision is implemented with each new intake. Evaluated by: DH/AMD

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
		Continue to identify/purchase/ implement additional resources (particularly IT/multimedia/ multisensory) to support the needs of SEND pupils.	AMD/Deputy Head/ Network Manager/ Bursar	Ongoing.	Students regularly use and engage with additional resources and they make progress over time as they continue to use the resources. Evaluated by: DH/AMD
	Staff continue to develop strategies to aid the progress of pupils with additional needs.	Training provided to staff in staff meetings: <i>Updates on SEND/EAL pupils, pupils with ASD; EAL pupils; Selective Mutism, ADHD and other relevant conditions.</i> Regular briefings from AMD. AMD undertake appropriate CPD.	AMD	Updates in initial staff meeting (September 2021-23) and at least once per term (ongoing). Ongoing.	All pupils are aided to make the best possible progress through teaching that meets their needs effectively. Evaluated by: DH/AMD

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
	Targets are set effectively and are appropriate for pupils with additional needs.	Meetings held with pupils and parents of SEND pupils (three times a year at PTIs) to set and review targets.	AMD/Class Teachers.	PTIs (Autumn and Spring Terms 21-23).	<p>All pupils have clear targets for improvement, enabling them to make excellent progress.</p> <p>Evaluated by: DH/AMD</p>
	Curriculum progress is tracked for all pupils, including those with a disability.	Regular meetings take place to track and review progress.	Heads of Division/ Deputy Head/AMD/ Head.	Fortnightly meetings (Heads of Division/AMD; AMD/DH) and after each set of assessments.	<p>All pupils make excellent progress; interventions are put in place in a timely and effective manner.</p> <p>Evaluated by: DH/AMD</p>

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Annual review of curriculum.</p>	<p>Deputy Head/Head.</p>	<p>February 2022/23/24.</p>	<p>The curriculum offer enables all pupils, including those with disabilities, to acquire the skills and qualifications they need to progress to Senior School and the wider world.</p> <p>Evaluated by: DH/AMD/Head</p>
<p>Improve the delivery of information to pupils and parents/carers with a disability.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This currently includes:</p> <ul style="list-style-type: none"> • Clear internal signage • Large print resources • Coloured overlays • texthelp software 	<p>Add to our range of communication methods where pupils'/parents' needs require this e.g. for hearing impaired pupils or parents/carers; parents/carers who require an interpreter.</p>	<p>AMD.</p>	<p>Ongoing and reviewed annually.</p>	<p>The delivery of information is improved for disabled pupils/parents and carers.</p> <p>Evaluated by: DH/AMD</p>

5. Action Plan – Senior Girls’ School

5.1. 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 a disability.	Continue to offer a differentiated curriculum for all pupils.	Regular review of progress and attainment to identify pupils who would benefit from a reduced or differentiated curriculum/different pathways e.g. Entry Level or Step Up to.... Qualifications.	Heads of Section/Deputy Head / SENDCO.	At least termly and after each set of assessments.	All pupils are aided to make the best possible progress through provision of a curriculum offer that meets their needs effectively. Evaluated by: DH/SENDCO
	Provide resources tailored to the needs of pupils who require support to access the curriculum.	Liaise with our Prep School and other feeder schools to review intake and identify pupils who may need additional or different provision. Seek advice from external experts where necessary.	SENDCO/Head of Lower School/Estates team.	September 2021/22/23.	Students with SEND are identified, staff are aware of who has additional needs and provision is implemented with each new intake e.g. students are identified and enrolled in Learning Development classes etc. Equipment is in place for each September. Evaluated by: DH/SENDCO

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
		Continue to identify/purchase/ implement additional resources (particularly IT/ multimedia/ multisensory) to support the needs of SEND pupils.	SENDCO/Deputy Head /Network Manager/ Bursar.	Ongoing.	Students regularly use and engage with additional resources (e.g. TTRS) and they make progress over time as they continue to use the resources. Evaluated by: DH/SENDCO
	Staff continue to develop strategies to aid the progress of pupils with additional needs.	Training provided to staff in staff meetings: <i>Updates on SEND/EAL pupils every September; pupils with ASD; EAL pupils; Selective Mutism, ADHD and other relevant conditions.</i>	SENDCO/Learning Development Department.	Updates in initial staff meeting (September 2021/22/23) and at least once per term (ongoing).	All pupils are aided to make the best possible progress through teaching that meets their needs effectively. Evaluated by: DH/SENDCO
		Regular briefings from SENDCO. SENDCO/Learning Development Department undertake appropriate CPD.		Ongoing. Ongoing.	

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
	Targets are set effectively and are appropriate for pupils with additional needs.	Meetings held with pupils and parents of SEND pupils three times a year (on Review Days and at PTIs) to set and review targets.	SENDCO/Learning Development Department/Form Teachers.	Review Days in Sept/Jan 21/22/23 and PTIs (Autumn and Spring Terms 21/22/23).	All pupils have clear targets for improvement, enabling them to make excellent progress. Evaluated by: DH/SENDCO
	Curriculum progress is tracked for all pupils, including those with a disability.	Regular meetings take place to track and review progress.	Heads of Section/ Deputy Head /SENDCO/ Headteacher.	Fortnightly meetings (APC; HoS/SENDCO/ DHA) and after each set of assessments.	All pupils make excellent progress; interventions are put in place in a timely and effective manner. Evaluated by: DH/SENDCO
	The curriculum is reviewed to ensure it meets the needs of all pupils.	Annual review of curriculum offer, including GCSE, BTEC and A Level options.	Deputy Head / Headteacher.	February 2022/23/24.	The curriculum offer enables all pupils, including those with disabilities, to acquire the skills and qualifications they need to progress to HE/the working world. Evaluated by: DH/SENDCO

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
<p>Improve the delivery of information to pupils and parents/carers with a disability.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This currently includes:</p> <ul style="list-style-type: none"> • Clear internal signage • Large print resources • Coloured overlays • texthelp software 	<p>Add to our range of communication methods where pupils'/parents' needs require this e.g. for hearing impaired pupils or parents/carers; parents/carers who require an interpreter.</p>	<p>SENDCO.</p>	<p>Ongoing and reviewed annually.</p>	<p>The delivery of information is improved for disabled pupils/parents and carers.</p> <p>Evaluated by: DH/SENDCO</p>

6. Action Plan: Physical Resources

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria and Evaluation
Improve and maintain access to the physical environment.	The environment is adapted to the needs of pupils and their parents/carers where possible.	Annual review of the physical environment. All future building work to incorporate access to all areas as much as is possible for wheelchairs.	Bursar.		Access to the physical environment is improved for disabled pupils and parents/carers. Evaluated by: Bursar/Estates Manager
	Earsby Street site				
	Parking in the Courtyard.	Marked Disabled space. Available on request (as the area is used as a playground).	Estates Manager.	No further action.	
	Access to Reception.	Available as there is a ramp to the Reception.	Estates Manager.	No further action.	
	Access to ground floor.	Playground, IT suite, classrooms, Refectory all accessible.	Estates Manager.	No further action.	
	Access to Cookery Department.	External entrance via the playground and through G61 entrance to the back of the classroom.	Estates Manager.	No further action.	
	Access to the gym.	Mobile ramp can be used via the Estates Team who have the necessary training.	Estates Manager.	No further action.	

	Access to Matron's Surgery.	Not possible due to narrow staircases however alternative arrangements will be made.	Estates Manager.	To be considered should there be any future work in this area.	
	Access to Therapist Room.	Not possible due to the gradient of the stairs.	Estates Manager.	To be considered should there be any future work in this area.	
	Access to the children's garden.	Not possible as the gate is too narrow. Would be possible to widen.	Estates Manager.	To be considered should there be any future work in this area.	
	Access to a toilet.	Located opposite G4.	Estates Manager.	No further action.	
	To successfully evacuate the building in an emergency.	Possible via the playground double doors or by the main entrance.	Estates Manager.	No further action.	
	Access to first and second floors.	Lift available for one wheelchair and one carer.	Estate Manager.	No further action.	
	Access on the first floor.	Prep IT, SG Music, Refectory, Prep Art and Prep Library all accessible.	Estates Manager.	No further action.	
	Access to the Drama Studio.	Not possible due to narrow stairs to the Studio. Drama curriculum would be relocated to the Assembly Hall.	Estates Manager.	To be considered should there be any future work in this area.	

	Access to a toilet.	No disabled toilet on the first floor.	Estates Manager.	To be considered should there be any future work in this area. Possible conversion of the Gents toilet. Lift to the ground floor could be used.	
	Access on the second floor.	SG Art, Science Labs, Assembly Hall, staff room, SENCO, Library.	Estates Manager.	Science Labs would need to be reviewed to ensure there were no restricted views.	
	To successfully evacuate the building in an emergency from either the first or second floor.	Not possible as there are no evacuation chairs or refuge areas.	Estates Manager.	Reasonable adjustments would be made on a case by case basis.	
St James Nursery					
	The environment is adapted to the needs of pupils and their parents/carers where possible.	Access via wheelchairs is accessible to all areas of the Nursery and Nursery Courtyard.	Estates Manager.	No further action.	
	Access to a toilet.	Disabled toilet already in the building.	Estates Manager.	No further action.	

	Sixth Form Centre				
	The environment is adapted to the needs of pupils and their parents/carers where possible however it is acknowledged that the building does not allow for successful wheelchair access with only access to the rear garden achievable at the present time.	Not possible to improve access for wheelchairs.	Estates Manager.	No further action.	
	General Statement				
	St James Schools will continue to review its Accessibility Policy in relation to the physical environment and is more than willing to try to adapt the buildings for people with other disabilities as well as the need for wheelchair access. The School would work with and seek advice from external experts as necessary.				

7. Monitoring arrangements

7.1 This document must be reviewed every 3 years but may be reviewed and updated more frequently if necessary. The Head of each School will monitor the plan and the Earsby Street Board of Governors will evaluate and approve it (annually).

8. Links with other policies

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

8.2 Access Arrangements Policy

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

8.3 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).

Signed by:	Annabel Lubikowski Chair of Governors
Date of adoption of this policy	January 2022
Date of last review of this policy	January 2024
Date for next review of this policy	September 2024
Policy owner (SMT)	Head/Bursar

Appendix 1:

Accessibility Audit

- The school is a three-storey building with corridors and several access points from outside. The gym is on the ground floor but only accessible via stairs and is therefore not accessible for wheelchairs. The medical centre is also not 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 a disabled toilet.
- The Sixth Form Centre is a separate four-storey building with corridors and two access points from outside. The site has a disabled toilet but no lift.
- 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 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.