ST JAMES' C OF E INFANT AND NURSERY SCHOOL

ACCESSIBILITY PLAN

2026 – 2029

Approved by[1]	
Name:	Stephanie Sapsed
Position:	SENDCo / Assistant Head
Signed:	*SSapsed*
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[1] The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

[2] This document should be reviewed every 3 years

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	March 2012
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
3	Reformatted only	February 2014
4	Reformatted only	February 2015
5	Reformatted only	May 2017
6	Very minor updates AND 'Date Complete' added to all Action Plans (Appendices)	September 2018
7	Reviewed – links checked	October 2019
8	Reviewed with minor restructuring and updated to include information relating to the Public Sector Equality Duty Also including information from recent Accessibility Audit	November 2023
9	Reviewed with minor changes to pupil numbers and changes to action plans	November 2026

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1. Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in several ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. Definition of disability

Under the Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment,
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non–prescribed substances.

3. Reasonable adjustments

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to their non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication EHRC Reasonable adjustments for disabled pupils. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities are required to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

4. Public sector equality duty (PSED)

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

5. Aims of the accessibility plan

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

In St James' Cof E Infant and Nursery School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- Increase the extent to which disabled pupils can participate in the different areas of the national curriculum.
- Increase access to extra-curricular activities and the wider school curriculum.
- Improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The Action Plan for physical accessibility relates, in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. Key objectives

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework (Click here to access) which underpin the development of a more inclusive curriculum:
    - Setting suitable learning challenges.
    - Responding to a pupil's diverse learning needs.
    - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

7. Contextual information

St James C of E Infant and Nursery School is situated in an urban setting near the centre of Whitehaven. It is on a busy road at the top of a steep hill with limited parking for staff. We have up to 150 children who are predominantly white British, although we do have a small number of children from other ethnic backgrounds. A number of children have special needs, and a small number of children have physical needs which affect their access to the school. The school building is situated on different levels due to the incline of the land and the fact that the original building is old and has been added onto over the years. We therefore liaise with e.g. Occupational Therapy, parents, Speech and Language Therapists to make adaptations both to the physical environment and to the timetable where necessary to ensure that our pupils can access the full curriculum.
We have close links to the local Junior School which is situated nearby.

8. Development of the plan

8.1 Vision and values

Our School:

- Has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.
- Is committed to identifying and then removing barriers to disabled pupils in all aspects of school life.
- Values the individual and the contribution they make to all aspects of school life.
- Will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education.
- Acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement.
- Will continue to focus on removing barriers in every area of the life of the school.
- Is committed to embracing equal opportunities for all members of the school community.

- The school recognises and values neurodiversity and seeks to remove barriers to learning and participation for autistic pupils and other neurodivergent learner

8.2 Information from pupil data and school audit

Key starting points for the school's plan:

- The school has identified that we have, as at the start of the academic year 2026/2027 7 pupils regarded as having a disability within the meaning of the Equality Act.
  These can be grouped as:
  Visual impairment **1**
  Hearing impairment
  Physical mobility problems (non-wheelchair users) **1**
  Wheelchair users
  ADHD **0**
  Autistic Pupils **5**
  Epileptic **0**
  Pupils with social, emotional and mental health needs (e.g., anxiety disorders) **2**
- Our annual development plan considers the needs of our diverse pupil population as well as the needs of its wider community.
- No pupils with a disability currently in feeder nursery schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those pupils in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to pupils with a disability well before they arrive;
- improve the information dissemination from our Learning Support facility;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled pupils;
- use all available data to inform the planning of individual pupil learning patterns;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

8.3 Views of those consulted during the development of the plan

We will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for pupils wanting to enrol here;
- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically SENCo, heads of year/department, safety committee;
- set up a structure to allow the views of pupils, both able and disabled to be considered;
- survey parents/carers to ascertain their views on our provision for disabled pupils and any developments they feel would be of use to the pupils and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled pupils in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

9. Scope of the plan

9.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- To investigate how the access to those areas of the curriculum that are normally difficult for disabled pupils to access can be improved;
- To further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled pupils;
- To investigate alternative provision/routes and collaboration that will assist disabled pupils to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team**.**

We plan to 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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

We plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. We will use the Accessibility Audit and other information from outside agencies to ensure that we are planning and preparing to respond to the particular needs of individual pupils.

Governors and staff will enhance teaching and learning opportunities for all those in the school community with disabilities. These include:

- consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges;
- how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;
- identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;
- consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;
- description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;
- consideration of the school response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;
- consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;
- identifying what staff training needs are in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported;
- identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them;
- taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;

- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;
- enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to include those with disabilities.

9.2 Improving the school's physical environment to increase the extent to which disabled pupils can take advantage of education and associated services

- In consultation with the LA (where necessary and appropriate) investigate various improvements to the site.
- Improve accessibility points to different curriculum areas.
- Investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

Our most recent Access Audit (October 2023) has highlighted a number of areas for planning and this will feed into our Building Plan. Likewise, feedback from visitors, pupils and parents has also provided further areas for development.

- We have made provision for sensory areas for neurodivergent pupils and those with mental health issues such as anxiety disorders.
- We have provided additional handrails for current pupils with physical difficulties.
- Steps and stairs painted and highlighted for pupil who is visually impaired
- Physical access to the school is at present limited. Disabled access is presently available to the hall only. It is intended that visitors/parents meetings could take place there until ramps can be installed.
- To access the front of school it is intended that a temporary ramp could be purchased. This would give access to the much of the school and a teaching area, although not to the classrooms.
- For access to the classrooms, further ramps and/or a stair lift are needed. Investigations would be needed to ensure that the addition of ramps and/or stair lifts would not pose additional risks to other users of the premises.

9.3 Improving delivery of information that is provided in writing for disabled pupils

We will strive to:

- produce all school literature at the correct font size to help visually impaired pupils;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

St James C of E Infant and Nursery School will inform parents that:

- school published material can be made available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
- Information can be provided for those who have English as an additional language or other communication impairments, at school meetings etc.

- Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- textbooks and other pupil information are selected and provided by staff to meet a diversity of pupil need.
- The school is monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

9.4 Financial planning and control

The Head teacher with Senior Management Team (including the SENDco), together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

10. Implementation

10.1 Management, coordination and implementation

Our Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plan to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

10.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

- success in meeting identified targets;
- changes in physical accessibility of school buildings;
- questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's/setting's ability to promote access to educational opportunities for pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;
- recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for pupils with disabilities;
- pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- Ofsted inspections that identify higher levels of educational inclusion.

10.3 The role of the LA in increasing accessibility

Governors may liaise with, and consider recommendations from, the Local Authority in order for them to evaluate the impact the LA has had upon supporting the school to achieve successful implementation of their accessibility plan (where relevant). This may include identifying how the LA has:

- provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.;
- promoted collaboration through the provision of information aimed at sharing good practice;
- encouraged liaison between special and mainstream schools to share expertise and pupil placement;
- ensured that schools/settings are aware of support services that provide advice to schools/settings and staff;
- provided specialist help to identify ways forward in increasing the inclusion of all pupils;
- linked building adaptations to refurbishment and capital building works;
- informed schools/settings how information can be provided in a number of different formats.

10.4 Accessing the school's plan

This will be done through:

- mention in the head teacher's newsletter of the availability of the plan;
- the plan being available for all to view on the school website
- The school will aim to ensure that its website complies with Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 and maintain an up-to-date accessibility statement.

We will ensure that the plan is available in different formats where requested e.g. large font

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools/settings including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that the school is aware of all support services that provide advice to schools/settings and staff.

11. Related policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum details
- Equality Policy, Action Plan and Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy and procedures
- Special Educational Needs and Disabilities (SEND) Policy, Local Offer Response and Information Report
- Off-Site Visits Procedures
- School Behaviour Policy & procedures
- School Development Plan

- Asset Management Plan
- Complaints Procedure

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Appendix A(i)

ST JAMES' C OF E INFANT AND NURSERY SCHOOL

ACCESSIBILITY PLAN 2026 – 2029

IMPROVING ACCESS TO THE CURRICULUM

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Training for staff in the Teaching of children with severe learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies such as Mayfield .	Staff will be able to plan for and cater for the needs of children with severe needs, that are not given access to specialist provision. .	Reviewed annually	Children with severe learning difficulties are successfully included in all aspects of school life.	
To develop staff knowledge, skills, and confidence in writing clear, measurable, and meaningful Individual Education Plans (IEPs) that effectively support children with SEND and promote inclusive, targeted learning.	Staff to work alongside external providers such as Specialist Advisory Teachers to tailor support to the individual needs of the pupils.	Staff demonstrate increased confidence and accuracy in identifying needs, setting outcomes, and involving families and professionals in the IEP process.	Reviewed termly	Children will make progress at a rate that is appropriate for them.	
TA support available when and where required	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed Annually	Children who need individual adult support to participate in some activities have access to this support.	Ongoing a d completed yearly, as cohort changes
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases Adaptions are in place for all children to achieve and learn independently.	Lessons start on time without the need to adjust and accommodate the needs of individual pupils Children are independently learners regardless of need and ability by using resources and adaptions planned for by staff.	Reviewed termly	Increase in access to the National Curriculum and EYFS framework	

Enrichment activities are planned yearly, so that all children are included in all aspects of school life	Enrichment cycle planned on a yearly cycle so that all children are able to access enrichment activities which bring learning to life.	All children have access to tailored curriculum support both in and out of school	Reviewed Annually	Children with limited access to support outside of school	
To ensure there is a calm and tranquil environment for all pupils especially those with Autistic Spectrum Conditions	Hessian and muted tones used for displays. Pupils come to school early to ease disruption Time out areas provided Sensory breaks provided for those that need them Nurture room provided for pupils who need extra support in this area	Children work in an environment which supports any barriers to learning	December 2023 Nurture room adapted yearly depending on the needs of the cohorts	Pupil voice, behaviour records and learning walk evidence demonstrate that reasonable adjustments support participation and wellbeing	Displays Sept 2023 Class Furniture Nov 23 Nurture room created 2024
Ensure pupils understand what is expected from them	Use of visual timetables so children so that children know what is expected from them throughout the day Now and Next boards for individual pupils Whole school system to be implemented so that this is universal – Widget	Children have a clear view of their day and understand routines	Review annually	Children with specific difficulties know new daily routines	
Assessment systems are robust, consistent and used effectively to identify needs, track progress, inform teaching, and evaluate the impact of SEND provision.	Use of PIVATS and Early Years Developmental Journal to track small steps of progress of specific children and plan next steps of learning	Staff use agreed assessment systems consistently across school. SEND development priorities are informed by evidence. Provision is matched closely to pupil needs. Progress is evidenced against individual starting points and developmental levels.	Termly	Children will make progress at a rate that is appropriate for them.	

ST JAMES' C OF E INFANT AND NURSERY SCHOOL

ACCESSIBILITY PLAN 2026 – 2029

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

An Access Audit was carried out by KAHSC on 3rd October 2023 and a number of recommendations made:

TIMESCALE:

Priority M - This requires immediate action - even if there is no issue at present, a policy/procedure should be developed ahead of the issue arising. This item centres on management of the building or policy.	**Priority 1 -** Action recommended immediately. This item causes a major barrier to access or may be a health and safety issue and should be given immediate consideration or action. For example, entry to a building may be difficult so the recommendation to overcome this should be acted on immediately.	**Priority 2 -** As soon as practicably possible for the recommendation. This item causes a less significant barrier to access. For example, modification may be needed to an existing feature, e.g., signage.	**Priority 3 -** In relation to the recommendation this could be as routine works or when next decorating / refurbishing. This is a feature that presents a barrier to access, but it is felt reasonable for improvements to be carried out as part of general day-today maintenance.	**Priority P -** These are works that can be regarded as a project. They generally require a plan to be developed and will take longer than previous recommendations to carry out.

AMP or AA Report Ref. *(if relevant)*	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
3.2.4	External Access Routes	Check pedestrian approach route lighting during the hours of darkness and liaise with the Local Authority to improve if necessary.	**2**	tbc	HT / SBM	
3.2.5	External Access Routes	Address the issue of wayfinding signage to direct disabled users to the school entrance and any onward disabled parking facilities.	**2**	tbc	HT / SBM	
3.3.1	Car Parking	Review the current parking arrangements and provide appropriate designated disabled parking provision, including wayfinding signage. Further guidance on design of designated disabled parking bays can be found in sections 1.14 – 1.18 of Approved Document M: access to and use of buildings, volume 2: buildings other than dwellings.	**M**	tbc	HT / SBM	
3.4.3	Entrances & Reception Areas	As part of a wider project to improve accessibility to the school main entrance area, consider provision of ramped access to the main entrance in order to facilitate better access for wheelchair users and those with ambulant mobility issues.	**3**	tbc	HT / SBM	

3.4.3	Entrances & Reception Areas	All external step edge nosing's across the site to be marked/re-marked to ensure they are clearly defined.	**1**	tbc	HT / SBM	Dec 23
3.4.3	Entrances & Reception Areas	Increase the ECW of the main entrance door to 1000mm when the opportunity arises.	**3**	tbc	HT / SBM	
3.4.5	Entrances & Reception Areas	Install an appropriate call point system at the main entrance so that disabled visitors, including those with visual or hearing impairments, can summon assistance for entry into the building.	**2**	tbc	HT / SBM	
3.4.6	Entrances & Reception Areas	Ensure good tonal contrast between doors, door frames and external surrounding walls to assist visually impaired visitors.	**2**	tbc	HT / SBM	
3.4.8	Entrances & Reception Areas	A portable induction loop should be purchased for the use of hearing-impaired visitors and display the sign at reception point to indicate the facility is available.	**2**	tbc	SENDco/ SBM	
3.4.9	Entrances & Reception Areas	Improve visual information and directional signs (supported by tactile information such as an accessible map) for people progressing to other parts of the building and include wayfinding information including location of accessible toilet facilities. Consider type size (depending on reading distance), colour contrast (light text on dark background) and sans-serif font. Further guidance is available in the Government document: 'Wayfinding' – effective wayfinding and signing systems. The information and signs should be at a height that allows readability for all users.	**2**	tbc	HT / SBM	
3.5.6	Accessing Internal Spaces	The unprotected ramp edge outside Scafell classroom presents a safety hazard and remedial action should be taken to reduce the trip/fall hazard presented by this feature.	**1**	tbc	HT / SBM	
3.5.6	Accessing Internal Spaces	Conduct a review of ramps across the school site to ensure that all ramps comply with the following: • The surface width of the ramp, between walls, upstands or kerbs, should be not less than 1500 mm. • Edge protection to be provided comprising a continuous upstand at least 100mm high at any open edge, or a continuous bottom rail at a height of 100mm above the ramp surface. Upstand or rail to contrast visually with the surface of the ramp. • A handrail should be provided on each side of the ramp throughout its length. The top surface of the handrail should	**3**	tbc	HT / SBM	

		be between 900 mm and 1000 mm from the surface of the ramp and between 900 mm and 1100 mm from the landing. • Handrail surface to contrast (matt) visually with the surroundings against which it is seen. • Ramp lighting to be maintained at a minimum of 100 lux at surface level.				
3.5.7	Accessing Internal Spaces	Conduct a review of steps across the school site to ensure that all step provision complies with the following: • Signs for wayfinding information at each floor level/flight, • Approach to steps to be identified by colour contrasted (matt) textured/tactile floor surface. • Appropriate colour contrasted (matt) handrail on each side which extends for 300mm in the horizontal plane beyond the start and finish of the last step nosing at both top and bottom. • Natural and/or artificial lighting should achieve illuminance of at least 100 lux at surface level. • Provide colour contrasted (matt) step edge nosings to define the edges of each step.	**3**	tbc	SBM/SENDco	
3.5.8	Accessing Internal Spaces	Consider provision of accessible entrance to Early Years wing via front entrance in Great Gables classroom. Suitable access from public highway would be required.	**P**	tbc	HT / SBM	
3.5.9	Accessing Internal Spaces	Future development of individual classrooms across the school should include the following considerations: • Wet areas/classroom sinks to have lever taps or infra-red fittings and colour contrasted (matt) splashback/surfaces. • Tables and chairs to have soft edges and include rubber soled feet. • High frequency controllable lighting. • Blinds to reduce glare where not already present (and ensure cord length is no lower than 1.5m above the ground and fitted with a cord breakaway device). • Colour contrast (matt) between walls, furniture, seating and flooring. Adaptations required for specific SEND pupils will need to be assessed on an individual basis.	**3**	tbc	HT / SBM	
3.5.13	Accessing Internal Spaces	Check on-site lighting of access route along east side of building during the hours of darkness and improve if necessary.	**2**	tbc	HT / SBM	

3.5.13	Accessing Internal Spaces	Consider sourcing a suitable threshold ramp to facilitate wheelchair access to the school hall at the east side entrance door.	**2**	tbc	HT / SBM	
3.5.13	Accessing Internal Spaces	Future development of the dining area / assembly hall / entertainment space should ensure that ceiling, wall and floor materials contribute to an acoustic environment that helps orientation and enables audible information to be clearly heard. The recommendations for acoustic design given in BS 8233 should be followed in order to choose an appropriate acoustic absorbency for each surface.	**3**	tbc	HT / DH	
3.5.14	Accessing Internal Spaces	Any future development of staff room should include the following considerations: • Kitchen/sink area (where fitted) to have lever taps or infra-red fittings and colour contrasted (matt) splashback/surfaces. • A mix of seating, with and without arms. • High frequency controllable lighting. • Carpet/soft vinyl flooring. • Colour contrast (matt) between walls, furniture, seating, walls and flooring. Adaptations required for individual members of staff who have a disability will need to be assessed on an individual basis.	**3**	tbc	HT / SBM	
3.5.16	Accessing Internal Spaces	Clearly identify accessible switches, handles, emergency 'break-glass', door exit and other controls by colour contrast when upgrading decoration. Lower height of controls to at least 750mm and not more than 1200mm above ground level.	**3**	tbc	HT / SBM	
3.5.16	Accessing Internal Spaces	**Doors** - BS 8300-2:2018 recommends that the ECW of a single leaf door, or one leaf (the primary leaf) of a double leaf door, clear of any projections from the face of the door such as door furniture and weather boards, should be 800mm for internal doors which can be accessed straight on (i.e. without a turn or oblique approach). All internal doors should be reviewed in the future and a programme introduced, if structurally allowed, to improve the following: • Minimum ECW of at least 800mm (measured excluding fingerguards). • It should be possible to operate all door opening furniture one handed, without the need to grasp or twist. • Door opening furniture should contrast visually with the surface of the door which it operates,	**3**	tbc	HT / SBM	

		achieving a difference of at least 15 points in in Light Reflective Value (LRV). Choice of finish should be matt where possible. • Door locking systems should be usable by people with reduced manual dexterity. • All internal doors should be identifiable and contrast visually with the surrounding architrave, wall and floor finishes, achieving a difference of at least 30 points LRV. • The surface of the leading edge of any door that is not self-closing, or is likely to be held open, should contrast visually with its surroundings, achieving a difference of at least 30 points in LRV. • Vision panels with a minimum zone of visibility between 500mm and 1500mm. Remove posters/signage from doors that obstruct vision panels. Check all door closer mechanisms for correct opening/closing pressure/action.				
3.6.4	Internal Level Changes	The school should develop a coherent accessibility strategy which will identify how it intends to meet its obligations under the Equality Act 2010 to provide an accessible environment for its users. The strategy will need to consider the findings of this report and the draft accessibility plan contained within it, to identify and produce a programme of works which will be required, and potential funding sources to deliver the strategy.	**M**	tbc	HT / SBM	
3.7.1	WC Provision – Staff/Visitors	Consider re-design of the existing space available to provide a single accessible unisex WC suitable for staff and visitors. Further guidance relating to design of accessible WCs can be found in BS 8300-2:2018 (see section 18.5, figure 41).	**P**	tbc	HT / SBM	
3.7.2	WC Provision – Pupils	Future development of pupil WC provision should consider the following general requirements: • Improved wayfinding signage. • Colour contrasted (matt) walls, doors, fittings, ironmongery and surfaces, • Door handles, locks (with ability to be operated from outside in emergency), flush and light switches easy grip/operated, • Handwashing &/or drying facilities easily reached, • Lever type or infra-red taps for use by people with limited dexterity.	**P**	tbc	HT / SBM	

		• Adaptation of existing urinals to make them accessible to pupils with ambulant mobility impairments. • Provision of accessible unisex WCs in both the Early Years and KS1 wings of the school.				
3.8.1	External Spaces	External seating, furniture, benches, fencing and gates at various locations around school site should colour contrast visually with the background and any ironmongery reviewed for ease of use by those with limited dexterity.	**2**	tbc	HT / SBM	
3.8.1	External Spaces	Changes in levels/surface joins/edge protection between paths / play areas should be smooth and free from protrusions.	**2**	tbc	HT / SBM	
3.10.2	Means of Escape	Consider improving the fire alarm system to include visual alarm devices and/or providing personal vibrating alarm or alternative for use by people with disabilities if the need arises.	**2**	tbc	HT / SBM	
3.10.4	Means of Escape	Ensure emergency escape routes are maintained in good condition, free from obstructions and steps, where present, are clearly defined.	**I**	tbc	HT / SBM	ongoing
3.10.4	Means of Escape	Assess current management strategies, take advice from a suitably competent person if necessary, and ensure the means of escape provisions meet or exceed, current (minimum) standards.	**M**	tbc	HT / SBM	
3.10.5	Means of Escape	The school should confirm that sufficient signage & lighting is provided to be able to identify emergency exits, including during the hours of darkness.	**I**	tbc	HT / SBM	
3.11.1	Provision of Information	Review existing provision of on-site visitor information and sign-in systems to ensure that the needs of wheelchair users and the visually impaired are considered. Consider providing all published information in alternative formats/software and advertise the availability in all publications and on school website. Copies of the displayed information should also be available to download from the school website. Further guidance is available from The UK Association for Accessible Formats.	**2**	tbc	HT / SBM	
3.11.2	Provision of Information	Liaise with the school's IT provider to ensure that the school's website meets accessibility standards in relation to the content people need in order to use their services.	**2**	tbc	HT / SBM	
3.11.2	Provision of Information	When reviewing information provided on the school website consider the following:	**2**	tbc	HT / SBM/DH/ SENDco	

		• Details of any designated on and off-street accessible parking, drop-off points and your arrangements for advanced telephone notification for additional assistance. • Accessibility of school site entrances, site routes and access to buildings. • Accessible toilet provision.				
3.12.1	Training, Awareness & Consultation	Ensure that equality and diversity awareness training is provided to all staff, governors and pupils as part of the school induction process and refreshed periodically as necessary.	**1**	tbc	HT / SBM.DH	ongoing
3.13.1	Future Planning & Design	During your capital and/or maintenance planning and design process ensure wheelchair users, individuals with limited walking abilities, partially sighted, sightless and hearing impairments are considered.	**3**	tbc	HT / SBM	
3.13.3	Future Planning & Design	Where not already available, consider the provision of quiet spaces and/or sensory areas within both the Early Years and KS1 wings of the school when developing future strategies for inclusive access.	**3**	tbc	HT / SENDco	

ST JAMES' C OF E INFANT AND NURSERY SCHOOL

ACCESSIBILITY PLAN 2026 – 2029

IMPROVING ACCESS TO WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Make available school brochures, school newsletters and other information for parents in alternative formats including other languages	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	January 2024 Jan 27 – for other languages	Delivery of school information to parents and the local community improved	ongoing
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	Annually	Parental opinion is surveyed and action taken appropriately.	
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of pupils.	

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