St James CE Primary Academy

Together through faith we will aspire to grow in our understanding of ourselves, in our abilities and in our knowledge of God's wonderful diverse world.

Accessibility Plan

Review Date: October 2026

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable **Definition of special educational needs**
In this plan, 'special educational needs' refers to a learning difficulty or disability that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability
Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision
For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age in mainstream provision in England.

St James CE Primary Academy has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place on 4/1/21.
This accessibility plan forms part of the school's approach to meeting the needs of all our pupils. The plan should be read in conjunction with the school's **SEND policy** and **SEN information report** and shall be published on the school's website.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment at the school and enhancing the availability of access to information, with a particular focus on students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

The table below is based on our current assessment of accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

	St James CE Primary Academy Accessibility Checklist	Y	N	P
	Review date: October 2026			
1	**Signage**			
	External signage from road to entrance is clear, well placed.	Y		
	Internal signage is clear and well placed	Y		
2	**Accessible parking**			
	Accessible parking signed and available for people with disabilities	Y		

	Number of spaces	Available on request		
3	**Main Entrance**			
	Well signed from edge of school grounds and easily recognised	Y		
	Entry systems at correct height, position with sufficient space for a wheelchair	Y		
	Floor coverings do not impede access through the door	Y		
	Reception counter accessible (height, position of writing surface)	Y		
4	**Circulation - horizontal**			
	Flat access around school along corridors and through doors (internal and external) i.e raised thresholds/door sills no more than 15mm total height, any vertical surface 5mm max.	Y		
	Ramps meet guidelines (gradient, kerbs, handrails, width)	N/A		
	Adequate corridor width for volume of people	Y		
	All doors wide enough for wheelchair users (single clear opening width)	Y		
	All doors open without excessive pressure or magnetically operated	Y		
5	**Circulation: vertical**			
	Handrails on both sides of stairs, continuous around landings	N/A		
	Lift convenient to use (size, controls)	N/A		
	Emergency evacuation procedures for disabled in place on upper floors	N/A		
6	**Accessible toilet/hygiene room**			

	Number available	1		
	Signage in place	Y		
	Adequate dimensions (min 2200mm – 1500mm), adequate turning space	Y		
	WC and fittings correctly placed (grab rails, washbasin, mirror, light switch, hook)	Y		
	Alarm system functions correctly and ready to use	Y		
	Colour contrasted fittings etc		N	
	Toilet ready for use at all times (not temporarily used for storage)	Y		
	Hoist facilities available			N/A
	Changing bench (height adjustable)		N	
	Shower facilities		N	
7	**Measures for hearing impairment**			
	Classrooms are carpeted or have appropriate surfaces	Y		
	Emergency systems have visual alarms	Y		
	Technical aids in place if appropriate			N/A
8	**Measures for visual impairment**			
	Good levels of natural/artificial lighting			P
	Blinds/anti glare glazing where needed	Y		
	Surfaces are non reflective			P
	Colour contrasting decor		N	
	Stairs, kerbs, level changes colour contrasted (internal and external)	N/A		
	Braille is used where appropriate	N/A		
9	**Additional resource rooms**			

	Quiet distraction free withdrawal work areas	Y		
	Room available for visiting therapists/health care	Y		
	Medical room	Y		

This accessibility plan and the outcomes will be monitored and evaluated and the plan formally updated and revised every three years to ensure that it covers all areas of accessibility needed in the school.