



**St James' CE Junior School
Access Plan 2016-2017**

Audit of accessibility and actions required-Sept 16

Physical Access

Statement	Evidence	Action Required
The layout of areas allows access for all pupils, such as Academic areas: eg, classrooms, hall, library Sporting Areas: eg, gym, outdoor sporting facilities Social areas: eg, dining hall, reception, common room Play areas: eg, playground, wet play area	All pupils have access to all the facilities in school.	None
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps	The school was built and completed Feb 15 and meets all the needs of wheelchair users	None
Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed.	The school was built and completed Feb 15 and has purpose built facilities.	None
Pathways around school are safe and well signed. Parking arrangements are logical and safe.	Due to the new build all pathways are safe and well signed. Disabled parking spaces are provided.	None
Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory	All systems have auditory and visual alerts. School has previously worked closely with the LA to put in place specific evacuation plans etc for pupils with limited mobility.	None at present
Tactile signs, including lifts with tactile buttons help disabled learners to use the building.	N/A	
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy	All signs are clear and easy to follow. The school décor is neutral with subtle contrasting colours.	None
All areas are well lit	All areas are well lit with LED lighting	None
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Teachers and support staff are aware of the needs of pupils with a hearing impairment and make any necessary adjustments to equipment, seating arrangements etc. There are quiet rooms around school which can be used for specific 1-1 teaching as	SENCO to ensure information is available to staff when any new pupil arrives in school. Appropriate staff will attend Local Authority training to update their knowledge on the use of radio aids/hearing aids.

	required.	
Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc	Height adjustable furniture is available in school and is available as required. Low level sinks are provided in all disabled toilets.	None

Curriculum Access

Statement	Evidence	Action Required
All teachers and STAs have the necessary training to teach and support pupils with a range of disabilities.	During Range of specific disabilities training for all staff including Dyslexia, awareness of various school SEN resources, medical training by asthma nurse and various whole staff training related to implementation of new Code of Practice and Medical Conditions Policy. Planned training includes ASC and Speech and Language. STAs have attended various training linked to their specific roles eg SERIS, bereavement, literacy, hearing impairment, iPads etc. All staff have attended moving and handling training relevant to the current needs of pupils in school. They hold recognised First Aid qualifications and TEAM TEACH qualification.	Ensure continued training is provided/accessed to meet the needs of all staff. Purchase of new resources as required to meet the needs of all pupils. If required ensure training such as moving and handling/medical needs is escalated to meet the needs of existing/new pupils eg specific to wheelchair users if required
Classrooms are optimally organised for disabled pupils	The organisation of classrooms is adapted as and when necessary	None at present but as and when required
Lessons provide opportunities for all pupils to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Planning shows differentiation and individual curriculum needs. It also shows a range of organisational strategies eg partner work, collaborative group work etc.	Continued monitoring by senior leadership team as part of whole school monitoring and Performance Management.
All pupils are encouraged to take part in music, drama, and physical activities both as part of the curriculum and as extra-curricular activities.	School has a range of clubs and extra-curricular activities open to all pupils. Similarly all activities in the curriculum are open to all-modified following discussion with parents, pupil and other professionals to meet the individual needs if required.	None at present
Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Information in teacher files related to individual pupils' needs. List of medical needs in teacher assessment diary. Extra time/rest breaks can be given in tests for those with Dyslexic traits, slow processing skills etc. In Year 6 the class teacher and SENCO work closely together to ensure pupils with SEN have the appropriate support to enable them to access the SATs papers and achieve their true potential.	Ensure the information is kept updated and additional equipment is sourced as needed.

	Equipment available when needed includes ergonomic pencils and pens, writing slopes, grip rulers, therapy clay (OT) and stress balls.	
All staff plan for additional time required by some disabled pupils to use equipment	Staff adapt resources where appropriate and/or allow extra adult support as necessary.	Ongoing as required
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport	Alternative arrangements are made between school/parent/pupil/other professionals to meet any specific needs	Ongoing as required
Access to computer technology is appropriate for students with disabilities	All classes have access to laptops for individuals if required. All classes have iPads for individual/whole class use. Whole school training was provided on a recent INSET day. Specific Apps have been sourced to meet the needs of individual pupils.	Continued attendance at trainings to ensure awareness of new Apps and programmes.
School visits are accessible to all pupils, regardless of attainment or impairment	All pupils can access school trips and residential unless it is detrimental to their health and safety. Any decision would always be through discussion, and with the agreement of, parents/carers	None
All staff have high expectations for all pupils	Teachers set challenging activities daily, termly and annually.	Ongoing
All staff strive to remove barriers to learning and participation	Pupil progress meetings identify any difficulties/barriers to learning that a pupil may be facing. These are discussed with parents and action will be taken eg additional specific support in school, referral to Educational Psychologist/Specialist Teacher, referral to OT/Physiotherapist etc.	none

Access to Information

Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.	Staff are aware of appropriate practices and technology and make use of them as applicable	None
School has an induction loop fitted at the school reception and in the school hall. Pupils, parents and carers can adjust their hearing aids appropriately to make use of the facility.	The induction loop was fitted when the new school was built and there are clear visual signs to inform hearing aid users.	None
All written communication follows an agreed house style using an appropriate font and size, eg,	All letters are produced by the school office and are presented on headed paper and in an agreed format. They are all checked by the Head Teacher.	None

Arial/Comic Sans Serif size 12 or larger.		
The school provides information in a variety of formats including written letters and text messages. On occasions a personal phone call may be made instead.	School subscribe to Call Parents which is a parent messaging service.	None
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	When necessary school can contact the LA who will provide relevant documentation.	None at present
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc	Meetings are planned so they are user-friendly to parents. Documents are shared with parents when necessary so that they are fully explained before asking parents to sign. A relaxed atmosphere is created especially when a parent is asked to complete a form requiring a range of personal information eg Early Help form. PEP meetings are held using an overhead projector. The school can access translators for EAL/non English speaking parents.	None