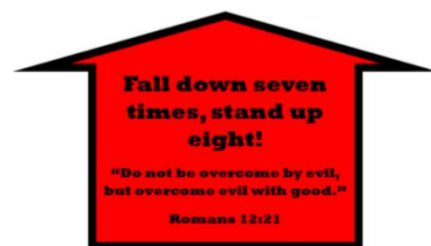
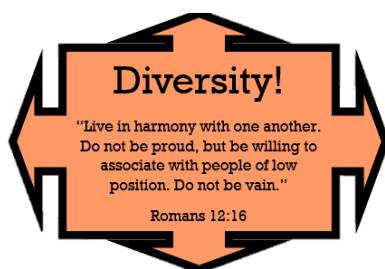




# The Diocese of Coventry Multi Academy Trust

## **Accessibility Policy** Southam St James CE Academy



**Updated: November 2025**  
**Review date: November 2028**

## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The equality Act 2010 defines disability as a '*physical or mental impairment which has a long-term and substantial effect on their ability to carry out normal day-to-day activities*'. The purpose of the plan is to:

- Increase the extent to which disabled young people can participate fully in all areas of the curriculum
- Seek ways to enhance our provision to improve opportunities for members of our school community with disabilities to participate fully in all areas of school life.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled young people and other stakeholders.

It is our intention to remove, as far as we can, barriers which make it hard for children and adults with a disability to take part in the day-to-day life of our school and benefit from the educational experiences and services we provide.

At Southam St James Church of England Academy, our Christian values underpin everything we do. We recognise the uniqueness of every member of the Southam St James family and the value of each person's contribution to our school and to our local and wider communities. We seek to provide a positive, respectful, and inspiring environment in which children are encouraged to Let their light shine. We have created a curriculum which we believe will inspire our children to learn more about the world around them, building on what they already know, preparing them for the next steps in their learning, and giving them opportunities to develop the essential skills for life in modern Britain.

Our aim is for all our children to believe that there are no limits to what they can achieve and to equip them with the skills, personal qualities and understanding to nurture their own spiritual growth and to make their dreams a reality.

As part of our intention to enable all children to succeed, as well as enjoy their time at Southam St James, we ensure access and opportunities are provided for all pupils without discrimination of any kind. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We seek advice from external agencies, including the Local Authority, and members of the Trust Estates Team to ensure developments of our site enhance opportunities and inclusion for all members of our school community.

Our Accessibility plan is designed to ensure that we are consistently developing our site and provision to ensure that:

- Every member of our school community feels equally welcome in school
- We value all students equally and have high expectations for every child

- Every child, member of staff and visitor to school has equal access to opportunities to enhance their personal development and interests and that barriers to learning and participation are removed as far as possible.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

In addition to the Accessibility Plan, we will:

- Continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for young people, so that we can improve the access for both individuals and groups.
- Work to provide an atmosphere where all young people feel safe and valued.
- Promote understanding of disability and work to show positive models of people with a disability; we will avoid stereotypes and use language which emphasises the person rather than the disability.
- Examine those parts of our active and extra-curricular activities which may have limited access for children/young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

## **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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### **3. Monitoring and Evaluation of the Accessibility Action Plan**

- **Environment**

In consultation with the Academy Governance Committee, the Site Services Officer, the Headteacher and Deputy Headteacher/SENDCO monitor the physical environment of the school to ensure that all reasonable adjustments are being made to meet the needs of staff and pupils. Where necessary, guidance on how best to meet needs and the reasonable adjustments required will be informed by consultation with the Trust Central Team (including the Estates Business Partner) as well as by external agencies (including, for example, seeking medical advice, guidance from Occupational Therapists, and from local authority advisers). The Academy Governance Committee have responsibility for leading AGC monitoring of provision.

- **Curriculum and accessibility of information**

The Headteacher, in consultation with the Deputy Headteacher/SENDCO, is responsible for ensuring that the curriculum is accessible and inclusive. The Academy Governance Committee have responsibility for leading AGC monitoring of provision.

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and will be approved by the Academy Governance Committee.

#### **4. Action plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. The Accessibility plan will be made published on the school website, and paper copies are available upon request from the school office.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- SEND policy
- Special educational needs (SEN) information report
- Intimate Care Policy
- Equality and Diversity Policy
- Health and Safety policy
- Educational Visits policy
- Risk assessment policy
- Medication Policy and Management Procedure

## Improve the physical environment to enhance accessibility

### Existing good practice:

- Accessible bathroom facilities are available in the main reception.
- In the main disabled toilet, by the main reception, there is a shower and accessible toilet.
- Every child who needs one has a Personal Evacuation Plan and staff are aware of their responsibilities with respect to each child with physical disabilities. These are reviewed termly.
- Appropriate Lunchtime supervision supports all children to enjoy social time with peers irrespective of physical/medical/social and emotional need.
- Clear corridors to enhance access
- Accessible shelving in most classrooms (and where needed) to enhance independence for children with physical disabilities.
- Specialist seating is used for a few pupils in school to allow them to comfortably and safely access their learning.

Actions and next steps	Responsibilities	Timescale	What will success look like?
Monitor and review PEEPs for all children with physical/specific needs requiring additional support during emergency evacuation.	At least two fire practices to be held at different times of the day to review PEEPs. (HT, SENDCO, ABP)	Termly, due Autumn 2 2025  Reviewed termly	Staff are confident that PEEPs are accurate and that they are confident that they can fulfil their responsibilities at any time of the day.
Monitor and review Health Care plans and risk assessments for all children with physical/specific needs, set up new ones for children new to school, for all children with an identified medical need or disability	SENDCO	Termly, due Autumn 2 2025  Reviewed termly	Staff are made of children's medical needs and follow the actions required in their health care plan and/or risk assessment.  Students with health needs can access the school environment safely and have access to the appropriate support.
Review support for hearing impaired students (e.g. access to appropriate equipment).	HT, SENDCO	Termly – next due Spring 2026	A clear plan has been established and approved for enhancing provision to promote greater confidence and independence of hearing-impaired students.  Specific staff training for equipment will have been given and staff are confident in using it.

			Risk assessment in place for child and staff following it. Child has access to appropriate resources in lessons.
Continued use of Communication in Print across school to develop consistent visual signage and communication support.	SENDCO, HT	Ongoing from Autumn 2025	All children will be supported to develop recognition, language, understanding and independence using consistent visual prompts.
Ensuring the maintenance and review of specialist equipment, including in the disabled toilets, happens annually	ABP and Caretaker	Ongoing	Specialist equipment is maintained and in good working order.  The environment remains adapted to the needs of students/staff in all areas.

### Improve accessibility of the curriculum

#### Existing good practice:

- School has a strong, broad and balanced curriculum offer for all children, based on aspiration, opportunities and respect.
- Regular review of attainment and progress for SEND children at Pupil Progress Review meetings to evaluate inclusion and impact of curriculum provision
- Parent meetings with Class teacher/SENDCO support regular review of needs and identification of gaps in support that can be improved; next steps and actions are identified.
- 4-stage cycle of SEND assessment, planning, implementation, and review supports effecting targeting of needs to accelerate progress.
- The SENDCO reviews needs and works with a wide range of external agencies to identify and prioritise needs effectively and to ensure resources are managed efficiently.
- Staff understand and implement guidance from external agencies to ensure support for all SEND pupils is appropriate and follows best practice.
- Staff complete provision mapping in consultation with SENDCO to ensure planned support is appropriately resourced and they understand what is required for each child to achieve their full potential.
- Regular monitoring (including classroom observations and pop-ins with governors) and evaluation of SEND provision by SENDCO and HT supports staff to deliver Quality First teaching.
- Staff training includes regular input on SEND strategies and opportunities to review and modify intervention planning to ensure provision is appropriate to accelerate progress for all children with SEND.
- Most staff have received Positive Handling training to support positive behaviour support strategies – all have received de-escalation training.
- SENCO is a trained Mental Health First Aider and can raise the profile of mental health and develop strategies and opportunities to promote positive mental health strategies.
- Risk assessments are conducted where needed, evaluated and reviewed to ensure SEND needs are met (e.g. to support classroom need, for additional activities and trips, etc.).

- Planning for events and experiences takes account of inclusion (e.g. when planning performances, activities etc.)
- SENDCO strategically deploys the TA team to support the needs of the pupils.
- Bespoke curriculums are in place for complex, high needs children where suggested and supported by external agencies and these are reviewed regularly with parents and other key professionals.

Actions and next steps	Responsibilities	Timescale	What will success look like?
Review impact of SEND parent reviews to support effective determination of next steps for children with SEND.	SENDCO, HT	Termly reviews - ongoing	Parents will be confident of the process by which children with SEND will be supported, their progress reviewed, and next steps determined.
Improve information available to parents to support SEND and inclusion via website, parent workshops (PINS) and opportunities to meet with SENDCO and teaching staff.	HT, SENDCO	End of Summer term 2026	Parents and staff will be confident that needs are being communicated effectively, and actions can be identified quickly. Parents are confident that SEND support is timely and effective and that they and their children have a voice in the SEND support process.
Ensure that adaptive teaching strategies are being used effectively, and scaffolding is appropriate for the child and their needs in class.	SENDCO HT	Ongoing	Staff will be using a variety of appropriate scaffolding and teaching strategies to support all children to achieve high expectations.

## Improve the access to information

### Existing good practice:

- SENDCO and other staff members share information to the school audience via class dojo.
- SENDCO is accessible to all parents on class dojo for messaging
- School uses a range of communication methods in lessons to ensure that information is accessible including large print resources, colouring printing, coloured exercise books and overlays, pictorial or symbolic representations, TA support and resources and strategies recommended by SALT and all are led by a students' needs basis.

Actions and next steps	Responsibilities	Timescale	What will success look like?
Check that all student learning plans clearly state the minimum font size needed where appropriate.	SENDCO	Autumn 25 and ongoing	All children will have the right provision for their vision needs on their learning plans.
Invest in large print books and access the RNLB website to ensure a wide variety of information in book form can be used in school for children with vision impairments	SENDCO Reading lead HoS	Summer 26 Autumn 25	Children with a vision impairment will have access to a variety of texts to read without having to use magnifying resources. Children with vision impairments will have access to a range of accessible texts using an online service.
Update the website to make it more accessible for parents and to include a wider range of resources for families including: Videos explaining different areas of SEND Website links for support for parents Key school documents explained	SENDCO ICT lead	Summer 26	Parents will find the website more accessible and parent friendly. Videos will be used to support parents with knowing potential barriers and strategies to support their child. Parents will feel supported with their children's needs.

