



St James' Catholic Primary School

Accessibility Action Plan (2026–2029)

Aims

St. James' Catholic Primary School is a fully inclusive school and our values reflect a strong commitment to high expectations for all. We strive to treat every pupil fairly and with respect, ensuring access to opportunities without discrimination of any kind. Every member of our school community is valued and included.

We provide high-quality learning experiences that enable each child to achieve their full potential. We actively promote an ethos of care, trust, and respect, where everyone feels a strong sense of belonging and knows they are valued.

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 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.

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.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, 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.



Schools are required under the Equality Act 2010 to have an accessibility plan. St. James’ Accessibility Plan will:

1. Increase the extent to which SEND pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils.

St James’ Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Behaviour policy
- School improvement plan
- Equalities
- Health and Safety
- Administering medicine policy

St James’ building is fully DDA compliant and in line with building regulations.

Policy written	April 2020		
Policy reviewed	April 2023 and April 2026		
Policy reviewed by	April 2029		
Signed by headteacher		Date	16.04.2026
Signed by governor		Date	17.04.2026

St. James' Catholic Primary School Accessibility Plan 2026-2029

1. Improving access to and participation within the curriculum					
Our aim at St. James' is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.					
Objective	Actions	Lead	Timescale	Success Criteria	Review
SEND and Medical register and information on children with additional needs to be regularly updated.	Ensure SEND register reflects current pupils being supported. Add notes to SEND register on Insight with relevant developments. Ensure Medical register and Care plans are up-to-date on Insight. Liaise with parents and external agencies (e.g. paediatricians) to ensure we receive up to-date reports.	SENDCo	Ongoing	SEN and Medical needs are up-to-date. Teachers and TAs are fully aware of the needs of children in their class.	Termly
Effective communication and engagement of parents.	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with LSPs and EHCPs.	SENDCo	Ongoing Termly	Parents are fully engaged and aware of any plans in place for their child and know how their child is progressing	Termly
Effective communications with nurseries and schools to provide a quality transition.	To identify pupils who may need additional to or different transition for September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs. SENDCo to continue positive relationship with Lancashire SEN team to ensure collaboration when transitioning a child with an EHCP. Reception teacher/s to visit nurseries prior to new children transitioning to Reception. Strong working relationships are established with the inclusion team to support early intervention within EYFS. Additional transition support is provided for pupils with SEND moving into secondary education. There is ongoing engagement with external agencies to ensure appropriate	SENDCo	Before Sept and mid-year intakes	Transition for children with SEND from Nurseries and other schools is smooth with adequate and appropriate resources and provision.	Termly

	provision, including Speech and Language Therapy (SALT) and Occupational Therapy (OT).				
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	Existing approaches are continually reviewed to identify potential barriers to learning. Staff and pupil voice are gathered regularly to inform practice. The SENDCo provides ongoing feedback to staff, highlighting areas for development. Consistent, evidence-based approaches are introduced and embedded across the school, including Zones of Regulation, Attention Autism, and sensory circuits. The impact of these strategies is continually monitored to ensure effectiveness.	SENDCo	Ongoing	Potential barriers to learning are removed as much as possible so that all children have the opportunity to access the full curriculum and therefore reach their full potential.	Annually
Appropriate specialised equipment is used to benefit individual pupils and staff.	IPads available to support children with difficulties. Sloping boards for children with physical disabilities. Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Kick bands for chairs and alternative seating. Use of wobble cushions, weighted blankets, pencil grips, fidget tools, chewelry. etc. Monitor and observe use of equipment Eg. Visual timetable, wobble cushions etc. Use Widgit subscription to make resources. Expand use of assistive technology (e.g. headphones, iPads, speech-to-text tools)	SENDCo	Ongoing	Specialised resources and equipment enable children to regulate and also aid them in accessing the curriculum fully.	Annually
Interventions are used appropriately to help children make progress in targeted areas and skills.	Deliver targeted interventions including Lego Therapy, Bucket Time, Talk Boost and WellComm Provide dyslexia-focused interventions and targeted support for lowest 20% of readers Provide regular sensory breaks and structured support Sensory circuit delivered twice daily.	SENDCo	Ongoing	Children with SEND make progress in targeted areas.	Termly

<p>All needs continue to be represented in the curriculum and resources.</p>	<p>Children to be made aware of people in the public eye who live or historical figures who have lived with SEND. Pictures of these people to be displayed across the school and talked about with children. Through carefully planned PSHE lessons children learn to celebrate people's differences and special talents. A selection of books made available in the nurture room that represent children with needs or specifically describe a specific need.</p>	<p>SENDCo and pupil support manager</p>	<p>Ongoing</p>	<p>Children's needs are fully represented and awareness is raised for all.</p>	<p>Annually</p>
<p>Adapt PE lessons and physical activities to ensure full participation for all pupils</p>	<p>Review lessons and clubs offered with PE lead Gather pupil voice Provide CPD on inclusive strategies Work closely with West Lancashire Sports partnership to ensure tasks are adapted and equipment is modified to allow full participation for all.</p>	<p>SENDCo SLT PE Lead</p>	<p>Ongoing</p>	<p>All children can participate in physical activities.</p>	<p>Termly</p>
<p>Utilise nurture room and library as breakout spaces for intervention and regulation</p>	<p>Audit and design purpose of spaces across the school. Develop clear systems and routines for these spaces. Ensure environments are supportive e.g. calm, welcoming, low stimuli. Use designated spaces for targeted interventions e.g Nurture room for sensory/emotional support and library for reading, IEPs etc. Promote independence of self-regulation through the use of Zones of Regulation.</p>	<p>SENDCo Pupil Support Manager</p>	<p>Ongoing</p>	<p>Children have safe spaces to use in order to help regulate. Children have a calm space to access suitable interventions.</p>	<p>Termly.</p>

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Objective	Actions	Lead	Timescale	Success Criteria	Review
Maintain and enhance strong physical accessibility	Maintain clear pathways and flexible seating in all classrooms	All staff	Ongoing	Safe and independent movement for all pupils	Termly
	Ensure double doors remain fully operational for wide access	Site supervisor	Ongoing	Easy access across school	Termly
	Monitor access to sloped field areas and ensure use of alternative routes	Site supervisor	Ongoing	All pupils can safely access outdoor spaces	Termly
	Ensure Early Years outdoor provision remains accessible on lower levels	SLT	Ongoing	All pupils access provision appropriately	Daily
	Maintain accessible playground, field and wheelchair-accessible track	SLT	Ongoing	Full participation in physical activity	Termly
	Maintain and service disabled toilet, hoist and changing facilities	Site supervisor and SLT	Daily by support staff and Serviced every 12 months by outside provider (MEDIQUIP).	Facilities safe, dignified and fully operational	Daily and annually
	As carpark space is very limited and has no designated disabled bay, ensure that parents of families with a physical disability have fob access to the school carpark.	SLT Office Staff	Ongoing	Parents with children who have a physical disability are able to access the school carpark so that their child can safely enter the school building.	Annually
Evaluate day and residential trips in light of current cohort.	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent.	SENCO and SLT	Ongoing	All SEND pupils have the opportunity to attend all trips	Annually

	Pre-visits and planning required for residential stays if SEND children are attending.			during their time at St. James'	
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation.	<p>Audit SEND pupil's use of clubs and extended services - risk assessments put in place if needed. School to provide a 1:1 for clubs if needed.</p> <p>Ensure environment where clubs take place is accessible for all.</p>	SENCO and SLT	Ongoing	Children with additional needs are accessing clubs of their choices with the correct planning and support.	Termly

3.Improve the access and delivery of information

To improve the delivery of information for disabled pupils and parents/carers

Objective	Actions	Lead	Timescale	Success Criteria	Review
Improve the delivery of information to pupils with a disability	Ensure the efficient use of visual resources. Ensure all staff have access to widgets/CIP if needed. To use a variety of real objects/photos/symbols to support children at their different levels of communicative need. Social Stories to be used as necessary to aid children’s transitions and as required at other times	SENCO SLT	Ongoing	Staff can prepare high quality visuals. Pupils will be supported in their language development. Pupils will be supported during times of change.	Annually
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing	SLT	Ongoing	Evidence that appropriate considerations and reasonable adjustments have been made	Annually
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child’s education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	SENCO SLT	Ongoing	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.	Annually
Review documentation on website to check accessibility for parents.	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	SLT	Ongoing	All parents will be able to be aware of what is happening at school via the website.	Annually