St James and St John Church of England Primary School

Accessibility Policy

Policy produced by the school

Adopted by School-Academic year 2026/27

Review date- Academic year 2027/28

Access to education for pupils with medical needs

What is the purpose of this policy?

The purpose of this policy is to describe how St James and St John School will ensure that children with medical needs have access to a good quality and appropriate education and medical assistance. This is in accordance with advice published by the Department for Education (DfE) on how schools are expected to support children too ill to attend school.
It states: "all pupils should continue to have access to education when they are ill or are unable to attend school for other medical reasons".

Aim

All pupils should continue to have access to as much education as their medical condition allows so that they are able to maintain the momentum of their education and achieve their full potential.

Who leads on this policy?

It is a requirement that each school has a named person who leads on the implementation of the policy for children with medical needs. At St James and St John this is the Head of School.

What is the definition of children with medical needs?

All children are likely to be absent from school occasionally. This policy also includes children who have serious illnesses that are likely to prevent attendance at school for long periods of time and may well involve repeated periods of absence. It is also likely that such children will also spend time in a hospital. This applies equally to all those pupils who are unable to attend school due to Medical needs might be because of:

- Illness
- Injury
- Clinically defined mental health problems
- Ongoing medical conditions

In this policy this group of children is described as Category 1.

However, the policy also describes what will happen when otherwise healthy children are absent for more than five consecutive school days. In this policy this group of children are described as Category 2.

What will be the provision for children defined as Category 1?

The Head of School will maintain a list of children who are defined as falling into Category 1. Education for pupils who are unable to attend St James and St John School because of medical needs will be provided for in a variety of ways with close liaison between the Local Authority, the identified service and the school to ensure as minimal amount of disruption to the child's education is achieved as appropriate to the medical condition. The nature of the provision must be responsive to the demands of what can be a changing medical status:

- Provision of hospital schooling
- Provision of home tuition
- Integrated hospital/home tuition service

Local Authority Responsibility:

Local Authorities need to ensure that pupils are not at home without access to education for more than 15 working days

Pupils educated at home should receive a **minimum** entitlement of 5 hours teaching per week.

School Action:

The role of the named person is to facilitate communication and attend reviews as necessary.

In the event that a pupil is absent from school for 15 days or less due to medical needs and this is not a pattern recurring illness the following strategy will be implemented:

- Liaise with the child's parents to provide the child with homework as soon as they become able to cope with it.
- Where appropriate, use will be made of IT to send work to a child's home.

(However, where the absence relates to a chronic condition, the LA should ensure that the child is provided with education as soon as they are able to benefit from it)

In the event that a pupil is absent from school for 15 days or more due to medical need, the following strategy will be implemented:

The named person will :

- make contact with family and ensure that the pupils' parents' views are taken into account in supporting the child's educational needs
- inform the LA attendance officer if the pupil is likely to be away from school for more than 15 working days
- in liaison with the relevant class teacher, provide the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work, including curriculum plans, within 5 working days (N.B. permission from parents must always be obtained before medical information is sought)
- be active in monitoring of progress and in the re-integration into school, liaising with other agencies as necessary
- ensure that pupils and their families are kept informed about school like as appropriate
- encourage and facilitate liaison with peers, for example through visits, videos, cards, etc. (if parent and pupil are in agreement with this)
- to ensure procedures are in place to facilitate access to public examinations as necessary

Monitoring:

Regular analysis of absences including medical absence (fortnightly) will be used to develop regular monitoring of pupils with medical needs including those referred to home and hospital teaching services. A letter from the child's consultant or paediatrician should accompany a request for home tuition.

A pupil who is unable to attend school because of medical needs must not be removed from the school register without parental consent, even during long periods of ill health.

A medical diagnosis does not necessarily imply that a pupil has SEN/D. However, it is possible that a medical condition may increase the likelihood that a pupil has a significantly greater learning difficulty than their peers.

We recognize that pupils with progressive or degenerative medical conditions may require special consideration with educational support or intervention

What will be the provision for children defined as Category 2?

If it becomes apparent that a child's absence is likely to exceed 5 days, or has already exceeded 5 days, the Head of School should be informed. A decision on provision appropriate to a child's medical needs will then be made on an individual basis. It may be necessary to write a IEP (Individual education plan). In most cases this will not be necessary and an offer will be made to parents to have a meeting with the class teacher who will provide appropriate work.

What is the policy on asthma?

Children who suffer with asthma need to be able to gain quick access to their inhalers (or spacers in the cases of some younger children). Parents sign a form to acknowledge that an inhaler has been provided. The school ensures that inhalers are taken on off-site visits.

Medications will be stored in the medical room and the classroom and children will come into the medical room when they require their medication.

Teachers have a major role to play in the good management of asthma when children are undertaking sports and physical activities.

What is the policy on the administration of medicines?

Legally schools are not compelled to administer medication to children because of the risks involved and possible legal consequences. However, it is the school policy to assist children and parents by administering medicines in school time if the child suffers from asthma and or hay-fever. Parents can come on site to administer other medication, e.g. Antibiotics but this has to be done in consultation with the school.

The administration of Epi-pens

The purpose of this section of the policy is to describe to parent, governors, and staff the measures taken by the school to protect those children who may need to receive the administration of an epi-pen. This policy only describes in outline the causes and symptoms of anaphylaxis. Staff have all received detailed training from the school nurse.

What is anaphylaxis?

Anaphylaxis can be triggered by foods (nuts, shellfish, dairy products) or non-foods (wasp and bee stings, certain medicines, even exercise). The symptoms of anaphylaxis can be identified by effects on the respiratory system, cardiovascular system, gastrointestinal system, skin, nervous system, genitourinary system. In the event of an attack it is important to administer an epi-pen as soon as possible and then call 999 for an ambulance.

Staff training on how to administer an Epi-pen?

All members of staff have been trained by the school nurse about anaphylaxis and the administration of epi-pens. The lead welfare officer who ensures that epi-pens are taken on off-site visits.

How will I know which children might need an Epi-pen?

At the beginning of each year and when new children enter the school a photograph of children who need an epi-pen will be displayed in the school office, the staff room and the school kitchen.

Where are Epi-pens stored?

After receiving advice from the school nurse it has been agreed that each child should have an epi-pen stored centrally in the school office. Each epi-pen is stored in a plastic wallet that also contains the name of the child.

Accessibility for users with disabilities

At St. James and St John CE Primary School we are committed to ensuring the building is accessible to all users. We are also committed to ensuring accessibility of information for all users and to ensuring all pupils are able to access the curriculum and participate fully in school life. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

St James and St John is a Christian School founded on the love of God expressed in Jesus Christ. We seek to provide education in a caring Christian environment.

Under the **Equality Act 2010** a person is considered **disabled** if he/she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his/her ability to do normal daily activities. We welcome our duties under the Equality Act to ensure the physical environment, the curriculum and written information is accessible to pupils, parents and other users who may be disabled.

The school will support the LA and other supporting partnerships to help develop and implement the plan.

Current in school access

	Description
Number of storeys	There are 3 storeys in the main school building with access to each floor via stairs. The EYFS building is below ground level under St James' Church.
Lifts	There is one external lift designed to transport equipment and resources to the school kitchen. There are no lifts inside the building. Wheelchair users are unable to access the main school building as all entrances have steps leading up to them. Disabled toilets and changing facilities (EYFS campus)
Corridor access	The corridors on the ground floor of the main school building are narrow but kept clear to allow for access for students who may need assistance. Wheelchair users are unable to access the main school building as all entrances have steps leading up to them. The corridors in the EYFS building are wide enough to accommodate a wheelchair and are kept clear to allow for access for students who may need assistance.
Entrances	Wheelchair users are unable to access the main school building as all entrances have steps leading up to them. EYFS site accessible through wide gates. Sloped access at medium-incline. The entrance to the EYFS building is wide enough to accommodate a wheelchair.
Ramps	There are no ramps within the main school building. There is ramp access to the EYFS building. Initial sloped playground has narrow point of entry near bottom or first ramped pathway. Second ramp is wide and at medium incline.
Toilets	There is no toilet in the main school building which could accommodate a wheelchair user as all toilets require access via stairs. There is a disabled toilet with changing facilities in the EYFS building. Staff toilet on EYFS site has

	disabled access. Student toilet on EYFS has door and floor space to allow for changing with adult support.
Reception area	Wheelchair users are unable to access the main school building as all entrances have steps leading up to them.
Internal signage	There are fire signage and signage for emergency exits
Emergency escape routes	All emergency escape routes are signed There are fire exit signs at all fire exits Fire doors also have signs

Accessibility Plan

The aims of our accessibility policy are:

- Access to the curriculum for all pupils and to ensure all pupils and staff can participate fully in school life
- Access to the physical environment
- Delivery of written information to pupils

Key priority	Current provision
Access to the curriculum for all pupils and to ensure all pupils and staff can	Adaptations made in lessons Signage around the school Well established interventions to support literacy and numeracy

participate fully in school life	Use of work stations for pupils with ASD Visual prompts in classrooms to support learning and behavior Resources to support pupils with OT needs Outreach therapist Rearranged position of classroom to accommodate pupil who would have difficulty with stairs Individual meetings with parents of children with disabilities to plan and risk assess trips and outings so the child can participate in all trips and outings Use of adult support
Access to the physical environment	Handrails on stairs to support pupils with mobility issues eg crutches.
Delivery of written information to pupils	Enlarged print for visually impaired pupils