



Ravensdale Junior School

Accessibility Plan

2022

Aims of the Accessibility Plan

This plan outlines how Ravensdale Junior School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- 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 pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- The headteacher and other relevant members of staff.
- Governors.

This plan is reviewed annually to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Planning duty 1: Curriculum

	Question	Recommendations	Timescale and priority	Cost	Completion date and outcome	Review
	How are our lowest 20% of readers supported to catch up?	SENDCo and literacy lead to ensure previous training is implemented and embedded. Termly discussion at PPA. These children who are not reading at home reading regularly in school. Class reader daily where possible.	In place by May 2022	SENDCo time		Termly review. SENCo
	Lack of constancy across the staff in providing support for SEND children.	Support from SENCo for individual teachers. TW from Transform carried out a review of SEND provision in Year 3 and 4. CPD for staff around the engagement model. SENCo to do direct work with Year 3 and 4.	May 2022 Priority high.	SENCo time		End of Autumn 2022 SENCo
	Does our curriculum incorporate diversity, equity and inclusion?	Annual review of curriculum, ensuring that the protected groups are represented in a variety of way in different areas of the curriculum. Year groups to review the 'curriculum threads' document termly to ensure that all aspects are included.	Ongoing.	SLT time		Annual SLT

	Do subject leaders understand how pupils with SEND support children in those subjects?	CPD in Summer term 2022. Subject leaders are clear of the provision for and the support that they can provide in their subject area.	Summer 22	HT and DHT time		Autumn 22 as part of partnership review
	Do all children consistently have access to quality model and scaffolds?	CPD delivered Spring 22. Develop subject leader knowledge CPD summer 22. Regular monitoring of planning and delivery.	Summer 22	Staff time		As part of Subject leader monitoring and 360 Foundation subject reviews

Planning duty 2: Physical environment

	Question	Recommendations	Timescale	Cost	Completion date and outcome	Review
	Are all SEND children able to access toys on the playground?	Personalised boxes of toys for specific children which may be available at breaktime as well as lunchtime.	By Summer 22	Use toys we already have in store. Staff time to organise.		<u>HT</u>

	Is the provision for children with SEND at lunchtime meeting their needs?	To us supply TAs to support children in nurture groups to eat their lunch and both socialise on the playground. SEND HLTA to oversee provision.	By the end of the summer term. By September 2022	Cost of TA hours		Termly
	Are there suitable adjustments in the environment for visually impaired pupils?	Repaint yellow floor markings on the ground in school to demarcate steps etc.	By the end of summer term 2022	Cost of site manager time and paint		Yearly
	Limited space in the car park for blue badge parking.	Once we are no longer sharing a carpark with the infants, parking capacity will be increased.	June 2022	None		Yearly

Planning duty 3: Information

	Question	Recommendations	Timescale	Costs	Completion date and outcome	Review
	Can the website be accessed easily by parents who have English as an additional language?	<p>Check that all parent information can be translated on the website. Inform parents how to translate information on the website.</p> <p>Paper copies to parents who have limited internet access or who request this.</p> <p>Paper letter sent out to parents explaining how information can be accessed (HT)</p> <p>Included in New to Year 3 information.</p>	<p>Digital lead to check and oversee.</p> <p>HT to check and oversee.</p>	Staff time		
	Do all families have effective digital access at home?	<p>A new audit regarding families digital access will take place.</p> <p>10 DFE laptops will be given out to those most in need.</p> <p>For other families, we will look at what help can be provided.</p>	By the end of Summer 22			