Riddings Junior School
School Accessibility Plan 2023 - 2026

Improving access to the school environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	1. School is aware of the access needs of current and future pupils with a disability.	a) Review and adapt access plans for individual disabled children, where required, as part of IEP process and where a pupil is new to school before start date.	May each year for year ahead	Headteacher SENCo Class Teacher Year 3 staff for transition	Individual plans in place for all pupils with a disability and all staff aware of all pupils' access needs. No current pupils
	2. School staff continue to raise awareness of access issues.	a) Provide information and update on disability equality for all staff, discussion of accessible learning opportunities. Also medical issues	Sept and ongoing	Headteacher SENCo SBM Governing Body	Raised awareness and commitment of staff, governors to meet needs regarding access.
	3. Any new construction work to take account of Accessibility guidance.	a) Reference to accessibility becomes a standard response to planning including ensuring relevant contractors follow guidance.	Sept 2022 onwards	Headteacher SBM Governing Body	All work, including undertaking routine and maintenance works, will consider guidance.

	4. Consider limitations of upstairs access so that all pupils can access needed areas	a) Consider needs of pupils in each year group arranging accommodation as appropriate b) Allocate 5 downstairs classrooms appropriately c) In year issues will be addressed by most appropriate rearranging – including moving class bases	Annually Annually	Headteacher Governing Body SENCo	Classes placed to enable access and minimise difficulties caused by mobility issues.
	5. Ensure that all pupils with a disability can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans (if required) b) Ensure fire evacuation routes are revisited if necessary in terms of needs of pupils.	If required If required	SBM SENCo Class Teachers As above	All pupils with a disability and staff working with them are safe and confident in event of fire evacuation.
Medium term	1. Review curriculum - ensure all pupils can access activities	Differentiation in place for identified pupils. Provision mapping, informed by data, supports progress and access. Practical activities are accessible – venue/tasks/equipment	Ongoing Sept 2019 Sept 2020 Sept 2021 Sept 2022	ES / Subject Leaders/class teachers/NG /	All curriculum areas are accessible, differentiation is successful. All practical areas are accessible.
	2. Develop and create an area of the grounds specifically for the use of vulnerable (SEMH) pupils that will support them at unstructured times of the day	Area cleared Accessible areas Planned as a supportive environment Low maintenance facilities planned and implemented	Sept 2018 Dec 2018 Easter 2019	JG/JV/NG	
Long term	1.Continue to raise concerns over inaccessibility of upper floor to pupils with mobility issues	Explore opportunities to install lift whenever building work is proposed	Ongoing	DC	

Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	1. Ensure TAs have access to specific training on disability issues e.g. ASD/SPLD	SEN TAs to have opportunity to access relevant CPD courses each year Access SSSEN/AO sessions and any Embark – host in house training utilising staff skills.	Ongoing Ongoing	NG – CPD budget	Raised confidence of TAs as above. Increased number of TAs trained to support a wider range of complex needs.
	2. Ensure all staff are aware of children with disabilities curriculum access	Information to be shared with appropriate staff is prior to pupils starting on roll. IYA – as information becomes available ensure this is cascaded and acted upon	Ongoing	NG / DC to provide known information as it becomes available	All relevant staff aware of individual pupils' access needs.
	3. Ensure all school trips remain accessible to all regardless of complexity of need	Staff completing RA to include plans for identified pupils with a disability – incl SEBD/ASD/Complex SPLD. (Model examples available iin school RA and on EVOLVE)	Ongoing	NG/DC	All pupils able to access all school trips and take part in range of activities. Individual pupils considered as standard part of RA procedure.
	4. Ensure necessary technology is in place to support pupils with HI when classrooms are relocated	Forward planning	Ongoing	DC/NG/HI Service	New classroom bases are accessible for pupils with HI
Medium Term	1. Review all areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews	Ongoing	Subject / Phase Leaders	Introduction of disability issues into all curriculum areas.

		b) Further develop PSHE and Citizenship curriculum to address disability equality issues		NG/Phase Leads	
	2. Review practical curriculum areas in terms of activity/equipment to ensure accessibility,	Audit of curriculum entitlement – equipment audit, can all pupils access activities?	Ongoing	Subject Leaders	All activities and curriculum experiences are accessible to all pupils
	3. Further develop confidence of Teaching staff in differentiation of the curriculum/supporting various SEN	Assign INSET time to needs identified utilise. IDPs / outside agencies Half termly SEN staff meetings – attended by all SENTAs	Ongoing Ongoing	NG/SSSEN/ NG	Raised confidence of staff in strategies for differentiation and increasing pupil participation.
	4. Ensure all staff are aware of disability equality	Awareness raising for all staff on disability equality, explore support from Special Schools. b) Ensure new staff access similar CPD courses	Ongoing / FLICK training	SBM/DC	All staff work from a disability equality perspective.
	5. Ensure pupils with a disability have equal access to appropriate in after school and lunch time activities	a) Survey participation in clubs at lunch and after school by children with disabilities	Ongoing	NG/MW	Pupils with a disability are confidently able to participate equally in out of school activities.

Long Term	1. Develop links where appropriate, with local special schools/SSSEN to enhance current practice in the delivery of the curriculum to pupils with SEN/Disability	Opportunities for staff to link with Local Special School eg SSC/APSS	Ongoing	NG	Increased confidence of staff in developing curriculum area accessibly.

Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	1.Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/plain English	Annually	SBM NG/DC/SBM	School can produce newsletters / letters in a manner that allows access when necessary
	2.Children become increasingly aware of their own learning styles and access needs	a) Encourage pupils to express their access needs and explore learning styles c) Continue developments in AfL	Ongoing	All Class Teachers	Children able to articulate their access needs and understand their own learning styles.
	3, Ensure parents of children with EHCPs understand the transition process and how this impacts upon their child	a)Share information available b) Discuss transition process with parents highlighting changes	Ongoing	NG	Parents are increasingly confident in the transition and construct of EHCPs
	4. Ensure that SEN policy, statement and contribution to Local Offer are on the website and accessible.	Information is on the website	Ongoing	NG/SEN Governor	Information is available and posted on the website
Medium Term	Increase identification of support opportunities for parents of children with a disability	a) Ensure parents/carers are aware of training and support groups locally and countywide. b) Routinely distribute information c) Establish parent's views on SEN / disability issues d) Access DELTA (if	Annually	DC	Increased confidence of parents of children with a disability and those with SEN to support their children's education.

		remaining) where appropriate to aid access to activities.			