





Ryton Infant and Junior School Federation

Accessibility Plan

2021-24

Recent Developments

- We have improved safety around the site by building an electronic gate at the top of the hill and surrounding the Junior School with a metal fence.
- We have distinct disabled bays for visitors who require easy access to the buildings.
- The physical environment is now easy to negotiate, as signage has been improved and permanent features have been painted with bright paint.
- There is clear demarcation between the path and the road to aid on-site safety.
- The expectations of medical officers are clear and their communication with parents and carers is effective.
- Transition between the Infant and Junior School and the Junior School and Secondary schools is carefully planned for all children with additional needs, as a priority.
- The planning and provision for all children with SEND is consistent across the school.
- The systems which help support children with SEND are consistent across the school.
- The process to support vulnerable families across the school is effective.

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Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

Aims of the Accessibility Plan

This plan outlines how Ryton Federation 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:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years 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.

[New] The accessibility audit

- 1.1. The governing board will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Curriculum is being rewritten to take into account the needs of all children in the school.	Audit of the curriculum	SLT, teachers, SENDCO , led by DHT	Summer 2021	Management and teaching staff ensure that the curriculum takes account of the needs of all children.	Summer 2022
	Staff members would welcome CPD to help them to support the emotional wellbeing of children.	INSET provided to staff members Training for teachers on differentiating the curriculum	Executive Headteacher, external advisors, SENDCO	Autumn 2021	Staff members have the skills to help pupils who need support with their mental wellbeing.	Autumn 2021
Medium term	Some pupils find it difficult to respond to the curriculum because of their additional needs or underdeveloped fine motor skills.	Additional laptops will be provided.	School Business Manager, SENDCo	Summer 2021	All pupils can express themselves using ICT.	Summer 2022
Long term	To ensure that all children can have access to the full curriculum.	Review deployment of support staff to support children with SEND as a priority.	Executive Headteacher, SENCO	Summer 2021 and ongoing	Pupils with SEND can access lessons	Ongoing

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Caretaker and School Business Manager	Summer 2021 and ongoing	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2022
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes.	SBM	Summer 2021	Learning environment is accessible to pupils with visual impairments	Autumn 2022
Long term	Continue to ensure that all members of the community can access the site with ease.	Pot holes filled in. Disabled bays kept empty for the use of disabled visitors. Frequent checks to see that access to all the buildings is safe.	SBM	Summer 2021 and ongoing	School buildings are fully accessible	Autumn 2022

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Ensure that classes where there are children who need a visual timetable have easy access to one.	Visual timetables are easily available.	SENCO	Summer 2021 and ongoing.	All children have access to a visual timetable who need one.	Summer 2022
	Ensure all parents/carers have access to the information they need about the school.	Check that school website has all the information parents require, e.g. curriculum guidance, access the Local Offer, SEND information, etc.	SENCO	Autumn 2021	Parents have easy access to all the key information they need.	Autumn 2022
Medium term	Ensure that all parents/carers and pupils have access to signers or interpreters when required.	Contact LA to provide a signer/interpreter when required to aid communication for parents.	SENCO	Autumn 2021	All parents have access to the support they need to communicate effectively with school.	Summer 2022
Long term	School website is not accessible to children with SEND	Audit of website	Governors, SENDCo	Autumn 2021	Website is fully accessible	Autumn 2022

