



JOHN RAY

Accessibility Plan

Reviewed policy agreed by LSC: July 2023
Reviewed plan shared with staff: July 2023
Plan to be reviewed again on: July 2025

Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from September 2022 – August 2025. It will be reviewed kept under review bi-annually and shared with the local school committee.

John Ray Junior

John Ray Junior School is a 4 form entry Junior school. John Ray Junior School is a fully accessible school, corridors are wide, and lifts ensures access to all levels. There are ramps to the main entrance, our reception area has two different levelled hatches to enable full accessibility for people in wheelchairs. There are two parts to our building, both have access to disabled toilets and there is one wet room.

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.
2. John Ray Junior School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on a bi-annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - School Handbook
 - Trust Teaching and Learning document
 - Health & Safety
 - Equalities policy

- Inclusion Policy
- Relationships and Behaviour Policy
- Anti-Bullying Policy

8. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. The Plan will be monitored through the local school committee
10. The school will work in partnership with the trust developing and implementing this plan
11. The Plan will be monitored by Ofsted as part of their inspection cycle.
12. The Plan will be reviewed bi-yearly

John Ray Junior School Accessibility Plan 2022-2025

Improving the physical access at John Ray Junior School				
Aim	Current good practice	Actions to be taken	Person responsible	Timescale
Improve and maintain access to the physical environment	John Ray Juniors is a four-form entry school spread across three floors. Children with mobility differences are able to access the lower levels of the school independently and require support to access the higher levels. There is a lift which is accessible to support those children or adults who need to access the different levels of the school.	Fire evacuation procedures in place for both upstairs.	Premises Manager	By 2024
	The school's main entrance is sloped to support those with a physical disability, in a wheelchair or walker to access the school office and ground floor. We keep all areas of the school free from clutter and obstructions.	Purchase a ramp for access to the stage for performances.	Premises Manager	
	Two accessible toilets are located on the ground floor of the school and one on the first floor of one side of the building.	Lower the hatch in the dinner hall for accessibility for children who are in wheelchairs or who are smaller.	Premises Manager Headteacher/SENCo (Special Educational Needs Co-Ordinator)	By end of 2022
	Larger analogue clock faces and digital clocks to support children with telling the time.	Arrange a quote and fit a hearing loop in the main reception.	Premises Manager	
	A wet room is available for any child/staff member that requires it.	Maintain and update any stair markings to ensure steps are visible	Caretaker.	
	The playground and equipment is regularly monitored and assessed.	Additional copies of lift keys so that they are accessible both sides.	Caretaker	

	<p>Planning of classrooms and spaces for accessibility for children who need quick access to outside space with outside doors.</p> <p>All staff and/or children with short or long term accessibility difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed.</p> <p>Educational visits and any activities in school such as: sports day, enrichment groups, visitors are made as accessible as possible. For Educational visits, an individual risk assessment outlining adjustments and staffing (if required) is drawn up and agreed with parents/carers.</p>	<p>Arrange initial service for the changing table and maintenance plan</p>	<p>Caretaker</p>	<p>July 2024</p>
--	---	--	------------------	------------------

Improving the curriculum access at John Ray Junior School

Aims	Current good practice	Actions to be taken	Person responsible	Timescale
<p>Increase access to the curriculum for pupils with SEND</p>	<p>Our school offers a well structured curriculum that is designed to build on prior learning</p> <p>Teachers scaffold the curriculum to ensure children are able to access learning</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Quality first teaching is the best Interventions for all children. Where children have additional needs well planned interventions are pitched at the next step in learning to</p>	<p>Senior Leadership Team to continue to monitor through book looks, planning looks, observations and discussions with children, teachers and parents</p> <p>Carefully designed homework for children with additional needs</p>	<p>Senior Leaderships Team</p> <p>Class teachers</p>	<p>Ongoing</p> <p>Autumn 2022</p> <p>Summer 2022</p>

	<p>enable children with SEND to make good progress. Interventions are evaluated termly and targets are reviewed.</p> <p>Specialist staff support areas of the curriculum to ensure good progress is made.</p> <p>Each classroom uses a universal visual timetable.</p> <p>Termly pupil progress meetings allow teachers and Senior Leadership Team to discuss provision for children who may need additional support</p> <p>Relationship and engagement with Multi-Schools Council and local events.</p> <p>Regular support from outside agencies, including, Educational Psychologist, play therapy Speech and Language therapy.</p> <p>Teaching and support staff undertake regular training on supporting children with SEND and personalising learning.</p> <p>Communicate has been commissioned to support children with speech and language difficulties.</p>	<p>Provision map to be transferred to new system</p> <p>Trial using technology to support children's access to the curriculum</p> <p>Support from Multi-Schools council to deliver specific training on areas of need to children and staff.</p>	<p>SENCo (Special Educational Needs Co-Ordinator) Class teachers</p> <p>SENCo (Special Educational Needs Co-Ordinator) and pastoral manager</p>	<p>Summer 2023</p>
<p>All out-of-school activities are planned to ensure</p>	<p>Children with EHC plan's access after school clubs with additional support where possible</p>	<p>Review all out-of-school provision to ensure</p>	<p>Senior Leadership Team</p>	<p>2022</p>

the participation of the whole range of pupils		compliance with legislation. Provide additional adult support to children who require it for after school clubs.	Local business manager	
Improving the delivery of communication				
Aim	Current good practice	Actions to be taken	Person Responsible	Timescales
To improve the standard and range of communication systems that the school uses to engage with parents and other stakeholders	The school currently uses a range of ways to communicate with parents such as face to face meetings, newsletters, email, text, social media. All communication is sent through the app and it is also available on the school website.	Using technology to translate communication for parents who are not fluent in the English language.	Office Lead	Autumn 2022
	Leaders' are visible and available to answer questions and talk to parents at the beginning and end of the school day.	Quality assure all written communication	Senior Leadership Team	Autumn 2023
	Class teachers are visible and available at the end of the day.			
	Support for parents with using the school app system and pastoral manager check ins with parents who require support for funding applications or school applications.			
	Class teacher and assistant headteacher email addresses are accessible for parents and carers to contact.			