

## Accessibility Policy

<b>Date of Policy:</b>	January 2025
<b>Date of Next Review:</b>	January 2026
<b>Review Cycle:</b>	Annually
<b>Signature (Chair of Governors):</b>	
<b>Date Ratified by Governing Body:</b>	

### Mill Rythe Junior School Accessibility Plan (2025 to 2028)

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## 1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher at Mill Rythe Junior School. The plan will be monitored by the Headteacher and evaluated by the Resources Governors’ Committee. The current Plan will be appended to this document.

At Mill Rythe Junior School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Mill Rythe Junior School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents/carers, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a one year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objective, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Mill Rythe Junior School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Mill Rythe Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- **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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- **Improve and maintain 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 within a reasonable timeframe;
- **Improve the delivery of written information** to pupils, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Mill Rythe Junior School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Equality Policy
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) The Accessibility Plan will be published on the school website.

10) The Accessibility Plan will be monitored through the full governing body.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims**

Our Aims are:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

## **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents/carers and carers in addition to information sharing with professionals at transition. For children already in school, we ask parents/carers and carers to inform us of any changes to their children's needs.

### **Physical Environment**

Children with disabilities are encouraged to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access.

### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with complex learning needs. Other issues affect the participation of children with disabilities, for example: peer relationships, the presence or lack of role models or images of disabled people.

## **4. Access Audit**

The school is a one storey building with wide corridors and several access points from outside. At present wheel chair access to the school is limited to the front entrance where there is a ramp and the fire exits to the current year 6 classrooms. Classrooms are all on the ground floor with wide door access to most rooms. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitors includes a disabled parking bay. Many entrances to the school are stepped and whilst there are ramps within some corridors there are areas of the school that cannot be accessed in a wheel chair at present. The school does have a disabled toilet and a shower facility in the swimming pool building. The school also has a disabled toilet in the MAD studio as well as an accessible toilet within the main building.

The school has internal emergency signage and escape routes are clearly marked.

PEEPS (Personal Emergency Evacuation Plans) are updated annually.

## 5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Progress towards the achievement in the action plan will be a standing item on the agenda for Governors meetings.

## 6. Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

### Aim 1: Increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
a) To liaise with MRIS providers to review potential intake annually.	To identify pupils who may need additional to/or different from provision annually.	Spring and Summer term each year.	Year 3 team and AHTIL	Procedures/equipment / ideas set in place by the summer holidays.
b) Further develop close liaison with parents/carers.	Request that any changes to a child's personal circumstances are shared with the school. This request is made via the school's newsletter.	Ongoing.	HT, AHTIL, All Teachers & staff	Parents/carers share information about any disabilities their child has.
c) To further develop close liaison with outside agencies for pupils with ongoing health needs.  <i>Eg Children with severe asthma, epilepsy or mobility issues.</i>	Sue Ginn (Home School Link Worker) to contact all agencies and parents/carers in June - September 2025 (and annually) to review healthcare plans or known health needs with relevant agencies & share with key staff.	Ongoing on an annual basis.	Sue Ginn HSLW TAs Outside agencies	All information and training is up to date.
d) Review achievement of all SEN pupils termly.	Scrutiny of termly achievement and report to Gobs annually within the Headteachers report.  SEN Data analysis included in assessment reports termly.  Regular liaison with parents/carers.  Support from SENCo (AHTIL) as required.	Annually  Termly	Class teachers AHTIL  Deputy Headteacher	Progress made towards PLP targets is good.  Provision mapping shows clear provision and is reviewed termly.
e) Improve awareness of disability	Special assemblies linked to National Days to support awareness for all children and staff	Termly -as appropriate	Deputy Headteacher and class teachers	Staff and children show a better understanding of specific disabilities to support access for all stakeholders.

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
a) Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	Leadership Team and Resources committee.	Pupils, staff and visitors able to move around the school with ease unhindered by premises developments.
b) Ensure all with a disability are able to access our school.	<p>Create access plans for individual disabled children as part of a PEEP process. If a child who used a wheelchair were to join Mill Rythe, the school building would require considerable adaption with support being sought from County.</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and ensure they are met in the school and meetings.</p> <p>Include questions in the confidential pupil information questionnaire about parents/carer's access needs.</p>	With immediate effect, to be annually reviewed (termly for children).	Teaching and non-teaching staff	Requests for support to be met.
c) Ensure that medical needs of all pupils are met fully within the capability of the school.	To conduct parent/carer interviews, liaise with external agencies, identifying training needs and develop individual healthcare plans when required.	With immediate effect to be constantly reviewed	AHTIL Mrs Ginn (HSLW)/ Mrs Coyle (Senior Administrative Assistant)	Children's medical needs are appropriately met.

**Aim 3: To improve the delivery of information to disabled pupils and parents/carers.**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
a) Review children's records ensuring school aware of any disabilities for them or parents/carers.	<p>Information collected about new children.</p> <p>Records passed up to new class teacher.</p>	Annually	AHTIL Class teachers TAs	Each teacher/staff member aware of disabilities of children (and parents/carers) in their class.
b) Ensure all children with ASD have access to the curriculum	<p>Regular parental communication.</p> <p>Individualised multi-sensory teaching strategies used for ASD children.</p>	Ongoing	AHTIL All staff to be aware.	ASD children able to access curriculum at appropriate level.