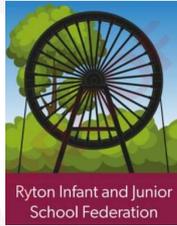




Ryton Infant and Junior School Federation

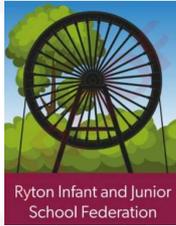
Accessibility Plan

2024-2028



Recent Developments

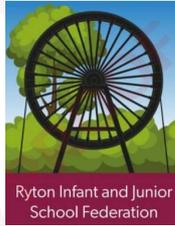
- We have distinct disabled bays for visitors who require easy access to the buildings.
- The physical environment is now easy to navigate, as signage has been improved and permanent features have been painted with bright paint.
- There is clear demarcation between the path and the road to aid on-site safety.
- All three sites (Nursery, Infants and Juniors) have access to a defibrillator
- 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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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 considering 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.

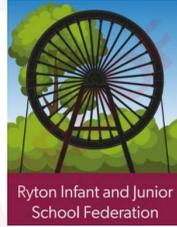
The governing board also recognise its responsibilities towards employees with disabilities and will:

- 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.



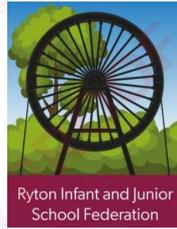
Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Curriculum is annually reviewed to take into account the needs of all children in the school.	Audit of the curriculum	SLT, teachers, SENDCO, led by DHT	Summer 2024	Management and teaching staff ensure that the curriculum takes account of the needs of all children.	Summer 2024
	Staff members continue to be provided with CPD to help them to support the emotional wellbeing of children.	Training for teachers on differentiating the curriculum	Executive Headteacher, external advisors, SENDCO	Autumn 2024	Staff members have the skills to help pupils who need support with their mental wellbeing.	Autumn 2024
Medium term	School are hoping to gain funding for a sensory room to support additional needs and development	A sensory room	School Business Manager, SENDCo	Summer 2025	All pupils can express themselves and particular children have	Summer 2025
Long term	To ensure that all Parents can support their children in having access to the	Parent workshops with external agencies	Executive Headteacher, SENCO	Summer 2026	Have completed a series of parent workshops with the varies agencies used in	Ongoing



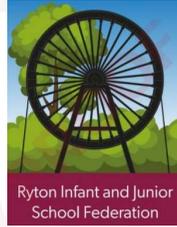
Ryton Infant and Junior
School Federation

	full curriculum.				school	
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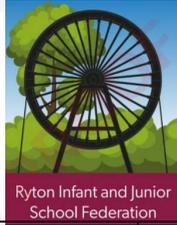
Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Learning environment of pupils with visual impairments is not always accessible	School has been painted and doorways painted in differentiating colour	SBM	Summer 2024	Learning environment is accessible to pupils with visual impairments	Autumn 2024
Medium term	Learning environment of pupils with visual impairments is not always accessible	Incorporation of appropriate colour schemes on displays.	SBM	Summer 2025	Learning environment is accessible to pupils with visual impairments	Summer 2025
Long term	Continue to ensure that all members of the community can access the site with ease.	Disabled bays kept empty for the use of disabled visitors. Frequent checks to see that access to all the buildings is safe.	SBM	Summer 2024 and ongoing	School buildings are fully accessible	Autumn 2026



Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	All classes have a visual time table	Visual timetables are easily available.	SENCO	Summer 2024 and ongoing.	All children have access to a visual timetable who need one.	Summer 2025
	Ensure all parents/carers have access to the information they need about the school.	Regular checks are performed on the school website e.g. curriculum guidance, access the Local Offer, SEND information, admissions etc. School communication app is regularly used	SENCO SBM	Autumn 2024 and ongoing.	Parents have easy access to all the key information they need.	Autumn 2025
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 2024	All parents have access to the support they need to communicate effectively with school.	Summer 2025



Long term	School website is not accessible to children with SEND	Audit of website	Governors, SENDCo	Autumn 2024	Website is fully accessible and continues to receive audit checks	Ongoing
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