



Ribbleton Avenue Methodist Junior School

Accessibility Plan

2025-2028

“Brighter futures built with Ambition, Courage and Respect;
filled with Love, Hope and Faith.”

Version	September 2025
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Organisation	Ribbleton Avenue Methodist Junior School
Approved	Governors
Review Cycle	3 Years
Reviews	Reviewed- Sep 2026

Next Review	September 2028
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Aims

Ribbleton Avenue Methodist Junior School is a fully inclusive school where all pupils are valued and supported to achieve their full potential.

We are committed to:

- Treating all pupils fairly, with dignity and respect.
 - Providing equal access to learning and opportunities.
 - Identifying, reducing and removing barriers to participation for disabled pupils.
 - Making reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage.
 - Promoting independence, confidence, participation and wellbeing.
 - Ensuring that disabled pupils can participate in the curriculum and wider life of the school.
 - Ensuring that all members of the school community feel included and valued.
 - Anticipating accessibility needs wherever reasonably possible rather than waiting for barriers to arise.
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Legislation and Guidance

This Accessibility Plan has been developed in accordance with:

- **Equality Act 2010**, including the school's duties towards disabled pupils and the reasonable adjustment duty.
- **Schedule 10 of the Equality Act 2010**, which requires schools to prepare and implement an Accessibility Plan.
- **Children and Families Act 2014**.
- **Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015, as amended)**.

Under the Equality Act 2010, a person is disabled if they have:

A physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school will make reasonable adjustments to avoid disabled pupils being placed at a substantial disadvantage and will consider accessibility when planning provision, activities and developments.

Key Objectives

The Accessibility Plan aims to:

1. **Increase the extent to which disabled pupils can participate in the curriculum.**
2. **Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services provided by the school.**
3. **Improve the availability of accessible information to disabled pupils.**

These objectives will be considered alongside the individual needs of pupils currently attending the school and, wherever reasonably possible, the anticipated needs of future pupils.

Linked Policies

This plan should be read alongside the school's:

- SEND Policy.
 - SEND Information Report.
 - Inclusion Policy.
 - Accessibility Policy.
 - Equality Policy.
 - Teaching and Learning Policy.
 - Behaviour Policy.
 - Child Protection and Safeguarding Policy.
 - Supporting Pupils with Medical Conditions Policy.
 - Health and Safety Policy.
 - Educational Visits procedures.
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Accessibility Action Plan 2025–2028

1. Increasing Access to the Curriculum

Target / Issue	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Ensure SEND and medical information is accurate and up to date	SENDCo / SBM (medical)	Maintain accurate SEND records, provision information and relevant medical information. Ensure appropriate staff have timely access to the information required to support individual pupils.	CPOMS / school systems / provision records	Ongoing – reviewed termly	Staff understand pupils' needs and appropriate provision and adjustments are in place.
Strengthen parent/carers engagement	SENDCo / SLT / SEND Lead Teacher	Involve parents/carers in IEP reviews and other SEND processes. Maintain regular communication and provide opportunities for meetings according to individual need.	Staff/meeting time	Ongoing	Parents/carers are meaningfully involved in decisions about provision and outcomes.
Ensure smooth transition into Year 3 and into secondary education	SENDCo / SLT	Liaise with previous and receiving settings; hold transition meetings where required; arrange additional visits and personalised transition arrangements according to individual need.	Staff time / transition resources	Annually	Pupils experience well-planned transitions and individual barriers are identified and addressed.
Maintain staff knowledge and confidence in SEND, disability and inclusive practice	SENDCo / SLT	Provide appropriate CPD through staff meetings, internal training and relevant external professionals. Training will respond to the needs of the current pupil population and identified school priorities.	CPD / training budget	Ongoing	Staff demonstrate increased confidence and skill in identifying and removing barriers and adapting provision.
Maintain and further develop responsive provision within The Nest	SENDCo / SEND Lead Teacher	Provide flexible, targeted and individualised provision according to identified pupil need, including small-group and	Staffing / specialist resources	Ongoing	Pupils accessing The Nest make progress towards individual outcomes and are

Target / Issue	Lead	Strategy / Action	Resources	Timescale	Success Criteria
		personalised learning where appropriate. Maintain links with pupils' mainstream classes and promote participation and independence.			supported to access appropriate curriculum and wider-school opportunities.
Ensure additional interventions are appropriate and effective	SENDCo / SEND Lead Teacher / Teachers	Use assessment and the Assess–Plan–Do–Review cycle to identify appropriate support. Monitor the impact of interventions and adapt or discontinue provision according to evidence of impact.	Assessment systems / provision records	Termly	Additional provision has clearly identified outcomes and its impact can be demonstrated.
Ensure high-quality adaptive teaching	Teachers / SLT	Provide high-quality adaptive teaching, including appropriate scaffolding, modelling, explicit instruction, visual support, flexible grouping and adaptations to teaching, resources and the learning environment.	Classroom resources / CPD	Ongoing	Disabled pupils and pupils with SEND can access ambitious learning and make progress from their individual starting points.
Provide specialist equipment and resources where required	SENDCo / SEND Lead Teacher	Identify and provide appropriate sensory resources, communication aids, writing aids, visual supports, assistive technology and other specialist equipment according to individual need and professional advice where appropriate.	SEND budget / specialist resources	Ongoing	Identified barriers to access and participation are reduced.
Ensure access to educational visits, clubs and wider curriculum opportunities	Teachers / SENDCo / SLT	Consider individual accessibility needs when planning activities. Complete individual risk assessments where necessary and make reasonable adjustments to promote participation.	Risk assessments / staffing / resources	Ongoing	Disabled pupils are supported to participate in the wider life of the school and are not disadvantaged because of disability.

Target / Issue	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Support sensory and communication accessibility	SENDCo / Teachers	Consider noise, lighting, seating, movement, sensory regulation, communication and processing needs when planning learning and the classroom environment.	Sensory / visual / classroom resources	Ongoing	Pupils experience fewer barriers associated with sensory and communication needs and are better able to participate in learning.

2. Improving the Physical Environment

Target / Issue	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Maintain an accessible physical environment	Headteacher / Site Manager / SBM	Regularly review accessibility of school buildings and grounds. Maintain safe and accessible routes, taking account of the school's predominantly single-level layout and wide access routes.	Site maintenance	Ongoing	Pupils, parents/carers, staff and visitors can access appropriate areas safely.
Identify physical barriers for individual pupils	SENDCo / Site Manager / SLT	Consider accessibility requirements when a disabled pupil joins the school or when an existing pupil's needs change. Seek specialist advice where required and implement reasonable adjustments.	SEND / premises resources	As required	Individual physical-access requirements are identified promptly and reasonable adjustments are implemented.
Maintain safe routes around school	SLT / Site Manager / SBM	Undertake regular checks of walkways, entrances, exits and shared spaces. Ensure routes are clear and appropriate signage is used where necessary.	Site inspections	Ongoing	Physical barriers and avoidable hazards are identified and addressed promptly.
Maintain appropriate disabled access	Headteacher / SBM / Site Manager	Monitor entrances, doors, parking arrangements and other accessibility features and	Premises budget	Ongoing	Existing accessibility features remain safe, usable and fit for

Target / Issue	Lead	Strategy / Action	Resources	Timescale	Success Criteria
and facilities		respond to identified maintenance or development needs.			purpose.
Consider sensory accessibility within the physical environment	SENDCo / SLT / Site Manager	Consider the impact of noise, lighting, visual clutter and busy environments on pupils with sensory differences and make reasonable adjustments where practicable.	Existing resources / SEND budget where required	Ongoing	The environment is increasingly responsive to a wider range of sensory needs.
Support safe and inclusive playtimes and social spaces	Pastoral Team / SLT / SENDCo	Provide appropriate reasonable adjustments, access to quieter/supportive spaces and relational or pastoral support according to individual need.	Staffing / pastoral resources	Ongoing	Pupils are able to participate safely and meaningfully in social and unstructured times.
Maintain and develop the Heart Room	Pastoral Team / SLT	Maintain the Heart Room as an accessible supportive space for pupils requiring SEMH, nurture, regulation or pastoral support.	Staffing / resources	Ongoing	Pupils requiring additional emotional support can access appropriate provision and demonstrate improved engagement and wellbeing.
Respond to emerging accessibility requirements	Headteacher / SENDCo / SBM / Governors	Review the physical environment when new needs are identified and consider reasonable adjustments, specialist equipment or alterations where appropriate.	Premises/SEND budget as appropriate	As required	The school responds appropriately to changing accessibility needs during the life of the plan.

3. Improving Access to Information

Target / Issue	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Ensure communication	Office / SLT /	Provide clear written and verbal communication. Offer additional	Staff time	Ongoing	Parents/carers can access and

Target / Issue	Lead	Strategy / Action	Resources	Timescale	Success Criteria
with parents/carers is accessible	Teachers	explanation or support where parents/carers experience barriers to accessing information.			understand relevant school information.
Provide information in alternative formats where required	SENDCo / Office / SLT	Provide or support access to alternative formats according to need. This may include enlarged text, simplified information, visual information, verbal explanation or electronic formats.	Office/SEND resources	As required	Disabled pupils and parents/carers can access important information in an appropriate format.
Provide translation or interpretation support where required	Office / SLT	Identify language barriers and provide appropriate translation, interpretation or additional explanation where reasonably practicable.	Translation resources	As required	Families are able to understand key information and participate in discussions about their child.
Use visual supports for pupils where appropriate	SENDCo / Teachers	Use visual timetables, symbols, photographs, Widgit or other visual/communication resources according to individual need.	Widgit / visuals / communication resources	Ongoing	Pupils demonstrate improved understanding of routines, expectations and learning.
Support pupils with communication needs	SENDCo / SEND Lead Teacher / Teachers	Work with Speech and Language Therapy and other professionals where appropriate. Adapt communication methods and provide additional processing time and communication support according to need.	Existing / external specialist support	Ongoing	Pupils are increasingly able to understand information, express their needs and participate in school life.
Ensure digital information is accessible where practicable	SLT / Office / Website Lead	Consider accessibility when publishing key information electronically, including clear layout, readable formats and availability of alternative formats on request.	Website / staff time	Ongoing	Key digital information is accessible to a wider range of users.

Target / Issue	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Ensure pupils can communicate their views	SENDCo / Teachers / Pastoral Team	Provide appropriate communication adjustments during pupil voice, IEP/EHCP reviews, safeguarding conversations and other decision-making processes.	Visual/communication resources	Ongoing	Communication difficulties do not prevent pupils from expressing their views or concerns.

Monitoring and Review

The Accessibility Plan will be monitored by the **SENDCo, Headteacher and Governing Body**.

Progress against the actions and success criteria will be formally reviewed **at least annually**.

As part of the annual review, the school will consider:

- Progress against identified actions.
- The accessibility needs of current pupils.
- Anticipated needs of pupils joining the school.
- Feedback from pupils and parents/carers where relevant.
- Staff observations and identified barriers.
- Changes to the school environment.
- Relevant professional recommendations.
- Whether further reasonable adjustments are required.

The Accessibility Plan will remain responsive to the changing needs of pupils and the school community. **It may therefore be amended before September 2028 where new accessibility needs, barriers or priorities are identified.**

A new three-year Accessibility Plan will be developed by **September 2028**.

Conclusion

Ribbleton Avenue Methodist Junior School is committed to identifying, reducing and removing barriers and ensuring that disabled pupils can:

- Access an ambitious curriculum.
- Participate fully in school life.
- Access the school's facilities and opportunities.
- Receive information in an accessible way.
- Develop independence.
- Feel safe, valued, included and supported.

Our approach reflects our commitment to creating **brighter futures built with Ambition, Courage and Respect; filled with Love, Hope and Faith.**