



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
Author	Mrs Bleasdale
Organisation	Ribbleton Avenue Methodist Junior School
Approved	Governors
Review Cycle	3 Years
Next Review	September 2028

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 and with respect
Providing equal access to learning and opportunities
Removing barriers to participation for pupils with disabilities
Promoting independence, confidence and wellbeing
Ensuring all members of the school community feel included and valued
Legislation and Guidance

This plan meets the requirements of:

Schedule 10 of the Equality Act 2010
SEND Code of Practice (2014)

A disability is defined as:

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

The school will make reasonable adjustments to ensure no pupil is disadvantaged.

Key Objectives

The Accessibility Plan aims to:

Increase access to the curriculum for pupils with disabilities
Improve the physical environment of the school
Improve access to information for pupils, parents and carers
Linked Policies

This plan should be read alongside:

SEND Policy and Information Report
Teaching and Learning Policy
Behaviour Policy
Safeguarding Policy
Equality Policy

Accessibility Policy
Medical Needs Policy

Target / Issue	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Ensure SEND and medical information is up-to-date	SENDCo/ SBM (medical)	Maintain accurate SEND register and provision maps (CPOMS) and ensure staff access key information	CPOMS, provision maps	Ongoing (review termly)	Staff fully aware of pupil needs; effective support in place
Strengthen parent engagement	SENDCo / SLT/ SEND teacher	Half-termly IEP reviews; regular communication; meetings with parents	Meeting time	Ongoing	Parents actively involved; improved outcomes
Smooth transitions (infant → junior → high school)	SENDCo/ SLT	Transition meetings, additional visits, personalised transition plans	Staff time	Annual	Pupils transition confidently with reduced anxiety
Staff training in SEND and inclusive practice	SENDCo / SLT	CPD, external agency training (EP, ST, SALT, CAMHS), staff meetings	Training budget	Ongoing	Staff confident in adapting teaching
Develop provision in The Nest	SENDCo SEND teacher	Continue targeted small- group interventions and personalised learning	TA support, resources	Ongoing	Improved progress in cognition and learning
Use appropriate interventions	SENDCo/ SEND teacher	Monitor interventions through provision mapping and assessment data	Assessment systems	Termly review	Measurable progress in targeted areas
Ensure quality first teaching	Teachers / SLT	Differentiated planning, scaffolding, adaptive teaching	Classroom resources	Ongoing	All pupils access curriculum effectively
Provide specialist equipment	SENDCo/ SEND teacher	Use sensory tools, writing aids, visual supports, ICT	SEND budget	Ongoing	Barriers to learning reduced

Target / Issue	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Maintain accessible environment	Headteacher / Site Manager/ SBM	Ensure all areas remain accessible (single level, wide doors, safe routes)	Site maintenance	Ongoing	Safe access for all users
Ensure inclusion in trips and activities	Teachers / SENDCo/ SLT	Risk assessments and reasonable adjustments for trips and clubs	Risk assessments	Ongoing	All pupils participate fully
Support safe and inclusive playtimes	Pastoral Team/ SLT	Use restorative approaches, nurture groups, buddy systems	Staff training	Ongoing	Pupils feel safe and included
Maintain safe school environment	SLT / Site Manager/ SBM	Regular safety checks, clear walkways, appropriate signage	Site inspections	Ongoing	No barriers or hazards
Develop use of Heart Room	Pastoral Team	Provide SEMH support, nurture sessions, counselling	Staff / resources	Ongoing	Improved emotional wellbeing
Provide additional resources where needed	SENDCo/SEND teacher	Purchase specialist equipment when required	SEND budget	Ongoing	Individual needs met effectively

Target / Issue	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Ensure accessible communication with parents	Office / SLT/ Teachers	Provide clear newsletters, website updates, and verbal support	Office time	Ongoing	Parents well-informed
Provide information in alternative formats	SENDCo / Office	Translate materials, provide verbal explanations, support form completion	Translation support	Ongoing	All parents can access information

Target / Issue	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Use visual supports for pupils	SENDCo / Teachers	Use visual timetables, symbols, and adapted resources	Widgit / visuals/ PECs	Ongoing	Improved understanding for pupils
Support communication needs	SENDCo/SEND teacher	Work with SALT and external agencies to adapt communication methods	External support	Ongoing	Pupils can express needs effectively
Maintain open-door communication	All staff	Encourage parents to meet staff easily	Staff time	Ongoing	Strong home-school relationships

Monitoring and Review

- The Accessibility Plan will be monitored by the **SENDCo, Headteacher and Governors**
- Progress will be reviewed annually
- The plan will be updated every 3 years (or sooner if required)

Conclusion

Ribbleton Avenue Methodist Junior School is committed to removing barriers and ensuring that all pupils, regardless of need or disability, can:

- Access the curriculum
- Participate fully in school life
- Feel safe, valued and supported