

## Rationale for Race Leys Accessibility Plan

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act. The approach of the school to meet the provisions of the Equality Act 2010 is set out fully in the Single Equality Policy.

The definition of disability under the law is a wide one. A disabled person, as defined under the Equality Act 2010, is someone who has a physical or mental impairment that has a substantial and long term negative effect to do normal daily activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

## Aims of Race Leys Junior School Accessibility Plan

The school plans, over time to increase the accessibility of provision for all pupils, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

1. Review and develop where appropriate the physical environment of the school to maximise the extent to which disabled pupils can take advantage of educational opportunities.
2. Review our current provision and make any necessary adjustments required to ensure that any disabled pupils can participate in every aspect of the school curriculum. This is of particular relevance to curriculum opportunities beyond the immediacy of the classroom.
3. Improving the ways in which we communicate with pupils and their families who have communication needs to ensure that information is provided in writing and aurally
4. For pupils and adults. This will also include taking steps to ensure that we can communicate in a range of media as required.

Action	Impact	Next Steps	Lead
<b>Priority 1</b>			
The school continues to improve the quality of corridor and classroom displays. Creation of quiet play zones at social times	All pupils have a visual, stimulating environment. Multi-sensory approaches develop / support children to engage in learning	Extend music to all outside areas. Create Reflection Garden and quiet play room in school. Investment in sensory aids.	HT AHT
School has good disability access- ramps can be accessed by all.	Safe and secure environment for all.	Extend access to all green spaces	HT
The school has developed IT extensively to increase participation for all.	Pupils are engaged- all pupils can access the curriculum using IT resources.	Extend to parents/ home learning opportunities during out of school time	SLT
<b>Priority 2</b>			
The curriculum is enriched and interactive/ action based.	All pupils have access to a rich and deep curriculum. Wider curriculum opportunities inspire all learners. Reduced gaps in Attainment and accelerated progress.	Curriculum further developed for next year in light of reviews.	SLT DHT
Staff are highly trained to develop every child. All pupils have group or individual plans. Groupings meet need.	Professional development and support has enabled all staff to teach to meet the needs of every child. Small group teaching for priority learners in Y4	Enhanced curriculum for 2018-2019. Enrich group in Y4 led by MB Establish Learning Mentor and Nurture team	SLT AHT
<b>Priority 3</b>			
Communication with all members of community is detailed and planned through diaries, newsletters, text service, social media, school app, meetings, open days	Use of social media and mobile app and in school screens to continue to improve communication. Calendar published. Open Days for all year groups have engaged families. Home school planners have secured better dialogue about learning.	Investment in outdoor comms screen to maximize parental engagement. Curriculum workshops for parents. Termly progress reports to parents. Review comms needs for families.	HT
Website and online learning gives opportunities for interaction.	Visual prompts and learning opportunities have raised standards.	Questionnaire to assess changes needed for next academic year.	HT