



Race Leys
Junior School

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Accessibility plan
2022-2023

Review date July 2023

Rationale

The Equality Act 2010 replaces 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 Students. 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 Schools Accessibility Plan

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

1. Our culture and climate is unique to ensure we provided individualised learning spaces which are freely or independently accessed by all students.
2. Champion an inclusive bespoke curriculum which the child is at the center of.
3. Continue to build upon our rigorous communication with disabled students, staff, parents and visitors through a variety of accessible means.

Accountability lies with the Head of School, however specific task are allocated to appropriate staff members.

Action	Impact	Next Steps	Actioned By
Priority 1			
All learning spaces are wrapped floor to ceiling and themed around classic texts.	All pupils have a visual, stimulating environment. Multi-sensory approach is used to develop every child's experience.	Extend to all outside areas.	SLT
Disability access always readily available.	Safe and secure environment for all.	To continue this mindset with future school renovations.	Head of School
The school has developed ICT extensively to increase participation for all.	Pupils are engaged- all pupils can access the curriculum using IT resources. Each classroom has dedicated high-tech equipment.	Promote life-long learners.	Computing Lead

The school is aware of the disability needs of all students.	Individual plans are in place for students with disabilities and all staff are aware of their needs. Risk assessments are carried out if necessary and are regularly reviewed.	All students to have a pupil profile detailing their needs.	SENDCo
Priority 2			
Bespoke curriculum is enriched with an holistic approach befitting our griffin promise.	All students are emersed into a curriculum which facilitates our griffin promise, thus reducing gaps, raising attainment, and all students achieving 100%.	Curriculum is evaluated and reviewed at GST level.	DHT
Staff are highly tuned to students needs and are trained to support those needs.	Staff confidently plan and differentiate to meet the needs of all students.	Legendary Learning to enhance the aspirations of all students.	AHT
All education visits are planned and risk assessed to ensure accessibility	All students have access to visits.	Evolve system used efficiently to risk assess by all staff.	Computing Lead
Priority 3			
Communication with all members of community is detailed and shared through our high-quality social media platform. Seesaw is utilised to effectively communicate with families.	Use of Seesaw facilitates Improved streamline communication.	App system to be retired due to current strength in communication.	PR Lead
Website and online learning gives opportunities for interaction.	Visual prompts and learning opportunities have raised standards.	Flipped learning (learning through prep) allows all students extra time to embed the fundamentals of learning.	DHT