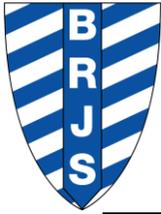


Accessibilty Plan for the Beeston Rylands Junior School December 2016 - December 2018

1. This Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from December 2016 - December 2018.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Beeston Rylands Junior School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.



1. Improving the physical access to Beeston Rylands Junior School

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
To allow wheelchair access to the field.	Headteacher	Construct a ramp with handrails to the field area		December 2018	Annual review of DES	Ramp installed to field area
To allow wheelchair access to all classrooms.	Headteacher	Construct ramps from quad area to classrooms. Check width of doorways to allow wheelchair access. Identify areas of difficulty.		December 2018	Annual review of DES	Ramps installed to classes.
To lower identified sinks and paper towel holders.	Headteacher	Sinks and paper towel holders in all areas of the school		December 2018	Annual review of DES	Identified sinks and paper towel holders are lowered throughout the school
To ensure that school has communication access for the hard of hearing and visually impaired	Headteacher	To check buzzers, bells, telephones, signs and symbols		December 2018	Annual review of DES	Communication is accessible for all



2. Improving the curriculum access at Beeston Rylands Junior School

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
To promote equality by raising the profile of disabled people in the community.	SENCO and HT	Invite disabled people into school for assemblies and class work shops.	School health team, Nottingham University	December 2017	curriculum review	The profile and awareness of contributions made by disabled people is valued within school.
To identify areas of the curriculum where issues around disability are explored.	SENCO and HT	To promote people with disabilities through curriculum planning and activities.	School Health team, Nottingham University	December 2017	Curriculum review	Children will become more aware of disabilities through the curriculum.

3. Improving the accessibility of information at Beeston Rylands Junior School

Priority	Responsible Person (s)	Action Required	Resources	Timescale	Date & process of review	Success Criteria
To ensure that teachers and teaching assistants continue to have the necessary training with technology and practices to assist people with disabilities.	Headteacher and SENCO	The school makes itself aware of the training courses available through its LA to assist people with disabilities.	Continuing Professional Development	Continuous	Annual review of DES	Staff are trained to use appropriate technology
To consider the appropriate colour of paper and font/size for visually impaired stakeholders	Headteacher, SENCo, office staff	Check against SEN criteria as recommended by Inclusion Support Service	Input from visually impaired team	July 2017	Annual review of DES	Visually impaired stakeholders can access written communication.

