



Robert Miles Junior School

Accessibility Plan 2025- 2028

(Review 2028 and as needed in line with new cohort or needs of children)

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

[The SEND Code of Practice](#) 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Legislative compliance and guidance

This document meets the requirements of schedule 10 of the [Equality Act 2010](#) and the [Department for Education \(DfE\) guidance](#) for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age. **Robert Miles Junior School** has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in several areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

The purpose and direction of the school's plan

At **Robert Miles Junior School**, we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. **Robert Miles Junior School** promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

Aims of the plan:

- To increase the extent to which pupils with a disability can participate in the curriculum
- To improve the physical environment of the school to enable pupils and families with disabilities to take better advantage of the facilities and services provided.
- To improve the availability of accessible written information.

The School Context

The school currently has an average of 13% of pupils on the SEND register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties, including Speech, Language and Communication difficulties, social, emotional and mental health needs and medical needs, such as allergies and specific medical needs. Currently, the school has one pupil who uses a wheelchair.

The school has been successful in completing the following priorities for physical improvements to increase and improve access:

- ✓ There is a disabled toilet as well as adaptations to the toileting areas for specific children (including seating and taps)
- ✓ The stairwell and corridors are kept clear from obstructions at all times
- ✓ The main doors to the building are wide enough for all users requiring a wheelchair
- ✓ There is a parking bay designated for disabled visitors/parents in the school carpark

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The SENDCo has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the school
- The school works together with partner schools as required
- Disabled pupils have access to extra-curricular activities
- The school environment meets the needs of all pupils

	Objectives	Action			Timescale	Monitoring Method: Who? How?
		How?	Who?	Resources		
I. Improving access to and participation within the curriculum						
To increase the extent to which disabled pupils can participate in the school curriculum. Our aim at Robert Miles Junior School is to reduce and eliminate barriers to enable access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.						
SEND and Medical register and information on children with additional needs to be updated.	<i>Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments.</i> <i>Ensure Medical register and Care plans are up-to-date.</i> <i>Make SEND and medical needs clearer on Arbor / CPOMS and in teachers class folders.</i> <i>Meet with parents of children whose care plans/documentation needs updating</i>	SENCO Office staff	SEND register Medical folder Care plans	Ongoing, at least termly	SENCo Office staff Head Teacher	
Effective communication with KS1 and KS3 settings to provide a quality transition	<i>Identify pupils who may need additional to and different provision for the September intake.</i> <i>SENCo to work closely with local SENCo's</i> <i>Adaptations to enable access to the curriculum reviewed in light of the needs of new pupils</i>	SENCo	Time for transitional visits	Ongoing – mainly focused in the Summer term or when new pupils start	SENCo	
To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND.	<i>Update SEND policy and SEND report annually</i> <i>School to seek advice from experts.</i>	SLT LA SEND team	Staff training costs Visiting speakers/ trainers	Ongoing – needs identified via annual CPD calendar and appraisal process	Head Teacher SLT	
To ensure that all learners have access instructions and information during all aspects of school life	<i>Observations of children with additional needs.</i> <i>Conversations with children and parents.</i> <i>Classrooms are arranged to maximise independence for all (e.g. seating, scaffolds, additional support)</i>	SLT / SENCo Class teachers Support staff	Resources to be produced iPads Now/Next boards Workstation resources Outside expertise as needed	Ongoing – revised as needs arise	Governors Head Teacher SLT / SENCo	

	<i>Inclusive environment with visuals to reinforce learning.</i>				
To ensure that curriculum planning takes into account all pupils needs and ensures access to learning resulting in high pupil outcomes	<i>Any adjustments to the curriculum planning to be included as part of termly planning. Monitoring of curriculum planning & pupils books</i>	<i>Subject Leaders Curriculum Leader SENCo</i>	<i>Monitoring release time</i>	<i>Ongoing – and reflective of the needs of the cohort</i>	<i>SLT</i>
Use of appropriate assessment tools for all pupils	<i>Ensure staff are familiar with B Squared and how to use the small step assessment Discussions with other professionals with suggestions for adaptations of the curriculum for children working significantly behind and/or outside of the National Curriculum</i>	<i>SENCo</i>	<i>B squared External agency support</i>	<i>Ongoing</i>	<i>SENCo SLT</i>
To ensure that all school clubs and visits are accessible to all children	<i>Modifications and additional support provided for children to be able to access alongside their peers. Risk assessments include reasonable adjustments</i>	<i>SENCO All staff</i>	<i>Outside expertise as needed</i>	<i>Ongoing as clubs and visits are arranged</i>	<i>Governors Head Teacher SLT</i>
Appropriate use of intervention (including the support for Early Readers)	<i>Track intervention success Strategically staff intervention to allow for optimum outcomes</i>	<i>SENCo Support staff Teachers</i>	<i>Insight B Squared Phonics assessment Training for staff</i>	<i>Ongoing – reflective of the needs of the cohort</i>	<i>SLT</i>
Ensure all children are represented and visible in the curriculum and resources i.e. books	<i>Resources will reflect the needs of the pupils Teachers will make a conscious effort to show a variety of people with additional needs in their classroom</i>	<i>SENCo Reading Lead Curriculum Lead</i>	<i>Books Resources for curriculum</i>	<i>Ongoing building of resources – reflect the cohort</i>	<i>Head Teacher SENCo</i>

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

To be aware of the access needs of disabled children, staff, governors and parents, carers	<i>Annual reminder to parents, carers through newsletter to let us know if they have problems with accessing areas of school.</i>	<i>Head Teacher</i>	<i>As required</i>	<i>Ongoing monitoring of need</i> <i>Autumn term newsletter</i>	<i>Governors</i> <i>Head Teacher</i> <i>SLT</i>
To ensure all pupils and adults with a disability can be safely evacuated in an emergency	<i>Ensure PEEPs are in place for all disabled pupils.</i> <i>Ensure staff are aware of their responsibilities in evacuation. Ensure all fire exits are kept clear and that exit routes are clearly signposted and accessible.</i> <i>Ensure parents & visitors are made aware of relevant exits & plans when on site, including location of ramps where appropriate.</i>	<i>SENDCo & Office staff to create PEEPS with class teachers for named individual pupils as needs arise.</i>	<i>Time to create PEEPS</i>	<i>Ongoing – created when a new pupil needs one</i>	<i>Head Teacher</i> <i>Site staff</i> <i>SENCo / Office staff</i>
To ensure all areas of school are accessible to disabled pupils	<i>Any adjustments to areas made as required e.g. ramps, widening of paths etc</i> <i>Raise awareness of mobility issues in classrooms – position of furniture etc</i>	<i>Site staff</i> <i>Headteacher</i> <i>SENDCo</i>	<i>Cost of any alterations</i>	<i>Ongoing as needs arise</i>	<i>Site staff</i> <i>Headteacher</i> <i>SENDCo</i>
Maintain safe access around the interior and exterior of the school	<i>Ensure all areas and walkways are safe and cleared</i> <i>Maintenance of the site ongoing and as things arise</i>	<i>Site manager</i> <i>Head Teacher</i>	<i>Premises audit time</i>	<i>Ongoing as needs arise</i>	<i>Site staff</i> <i>Head Teacher</i>

3. Improve the access and delivery of written information

To improve the delivery of information for disabled pupils and parents

To ensure that all staff have the knowledge to support children effectively	<i>Complete audit of staff training needs across the school.</i> <i>Identify training needs and address any gaps according to the needs of current children in the school.</i>	<i>SENCO</i>	<i>CPD</i>	<i>Autumn 2 and as new staff join.</i>	<i>Governors</i> <i>Head Teacher</i> <i>SLT</i>
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To ensure that parents/ carers who have a disability or English as an additional language, can receive and understand information and reports in a suitable format.	<i>School to identify potentially vulnerable parents or carers with disabilities and discuss with them ways to share information. School to identify parents or carers with EAL and discuss with them ways to share information.</i>	<i>School staff SENCO EAL Lead</i>	<i>Outside expertise as needed Support from bilingual families and staff</i>	<i>Ongoing and as new families join the school.</i>	<i>Governors Head Teacher SLT</i>
To ensure that SEND Annual Review/parent meeting information is as accessible as possible	<i>Child-friendly targets. Offer opportunity for parents to bring someone to the meeting with them. Access to translators/interpreters to be offered if possible.</i>	<i>SENDCo Class teachers</i>	<i>Cost of any translator/interpreter</i>	<i>Ongoing</i>	<i>Head teacher Parents/carers via Parent questionnaire</i>

The Accessibility Plan will be published on the school website and will be monitored with staff, parents, governors and pupils via Governing Body and Stakeholder Questionnaires.

It should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Health and Safety Policy
- SEND Policy
- School Improvement Plan

The Governors will review the policy as determined by the review programme agreed and detailed in the policy review cycle.