

RAVENSCOTE JUNIOR SCHOOL

# ACCESSIBILITY POLICY

2023 - 2025



Date of Approval		Date of Review	
19 <sup>th</sup> March 2023		14 <sup>th</sup> March 2025	
<b>Signed</b>	Amy Wells Headteacher	<b>Signed</b>	Emily Gibson Chair of Governors



## Ravenscote Junior School Accessibility Plan 2023-2025

### Introduction

This policy is drawn up in accordance with the Equality Act 2010. Ravenscote Junior School aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

### Definition of Disability

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

### Key Objective

To increase the extent to which pupils with disabilities can participate in the curriculum.

To improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.

To improve the availability of accessible information to pupils with disabilities.

### Principles

- Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy
- Ravenscote Junior School recognises its duty under the Equality Act 2010
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan and embed its principles
- In performing their duties, governors and staff will have regard to the Code of Practice (2015)



- Ravenscote Junior School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- Ravenscote Junior School provides all pupils with a broad and balanced curriculum, adapted and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum
- Setting suitable learning challenges
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective (above).

- (a) Education and related activities. Ravenscote Junior School will continue to seek and follow the advice of Surrey LA services, such as specialist teacher advisers and SEND advisors, and of appropriate health professionals from the local NHS Trusts, etc.
- (b) Physical environment. Ravenscote Junior School will take account of the needs of all stakeholders with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings, etc.
- (c) Provision of information. Ravenscote Junior School will make itself aware of local services, including those provided through Surrey LA, for providing information in alternative formats when required or requested, etc.

### Linked Policies

This policy will contribute to the review and revision of related school policies, including:

- Ravenscote Junior School - School Development Plan;
- Ravenscote Junior School - Building and Site Development Plan;
- Ravenscote Junior School - SEND Policy;
- Ravenscote Junior School - Equality & Diversity Policy;
- Ravenscote Junior School - Curriculum & Subject Policies.
- Ravenscote Junior School - Child Protection and Safeguarding Policy



## Action Plan

Date of Plan: Summer Term 2023

Date of Review: Summer Term 2025

Members of staff responsible: Mrs A Wells and Miss F Porta-Rios

Governor(s)/Committee(s) responsible: LAC

This plan was drawn up by a working group comprising of the Headteacher and Chair of Governors in 2018 and reviewed in 2021 and 2023 by the inclusion AHT headteacher, school business manager and Chair of Governors to confirm its ongoing validity.

The plan is also available in the following formats, on request to the Headteacher: e-mail, enlarged print version, etc.



**Action Plan**  
**2023**

Aim	Current Good Practice	Objectives	Actions	When	Goal Achieved Reviewed Summer 25
Raise awareness of equality and disability issues	<ul style="list-style-type: none"> <li>- We provide half termly LSA training</li> <li>- We provide termly teaching staff training</li> <li>- We seek professional advice and use Surrey Services including teachers for the visually impaired teachers for the hearing impaired.</li> </ul>	To provide training to all staff regarding prevalent equality and disability in our school community.	<p>Develop LSA training plan for the upcoming year</p> <p>Develop teacher training plan for the upcoming year</p> <p>Continue to work in partnership with professional bodies</p>	<p>Sept 23</p> <p>Sept 23</p> <p>Ongoing</p>	
Ensure governors and all stakeholders ensure compliance in line with Equality Act 2010	<ul style="list-style-type: none"> <li>- Accessibility Policy and Plan are shared with governors and stakeholders every 2 years</li> <li>- SEND and Inclusion Governors complete site walks with the Inclusion Lead yearly</li> </ul>	<p>School to adhere to legislation</p> <p>School to continuously review and update in line with pupils needs</p>	<p>Work closely with governors to ensure legislation is adhered to</p> <p>Work with community around pupils to ensure equality.</p>	<p>Ongoing</p> <p>Ongoing</p>	
Ensure all curriculum policies provide access to all areas for all pupils	<ul style="list-style-type: none"> <li>- All curriculum policies are reviewed regularly</li> <li>- All curriculum policies hold a SEND statement</li> </ul>	All subject leaders to use National Association for Special Educational Needs SEND handbook to	Inclusion AHT to share NASEN SEND Handbook with subject leads	Summer 23	





	<ul style="list-style-type: none"> <li>- All learning is adapted to meet the needs of learners</li> <li>- A variety of adapted resources are used across the curriculum to meet the need of all learners.</li> <li>- Learning walks with a focus on SEND occur termly</li> <li>- Specific subject learning walks occur annually</li> </ul>	ensure core aims are reflected in the subject policy.	Work with subject leaders to ensure resources and learning is adapted to meet the needs of all children.	Ongoing	
To improve access to all teaching areas.	<ul style="list-style-type: none"> <li>- School has a ramped entrance to the main building</li> <li>- Painted lines are on all external steps to improve visibility</li> <li>- All teaching rooms are fitted with interactive whiteboards which are placed in accessible spaces</li> <li>- Internal doors have been replaced this academic year with glass panels and fire safety latches</li> <li>- Much of the school has window screening fitted to reduce glare for support for children who may have visual impairments</li> </ul>	All teaching areas to have anti-glare screening on windows to improve visual stresses.	Rest of school to be fitted with anti-glare screening on windows if required	Summer 23	
Continue to improve the access of the physical environment for all pupils.	<ul style="list-style-type: none"> <li>- All upcoming building projects are assessed for access needs</li> <li>- All of the physical environment is continuously reviewed and improved to meet the needs of learners</li> <li>- We work in partnership with professionals (moving and handling team, teachers for VI and HI) when</li> </ul>	All physical environment changes and future building opportunities facilitate ease of access for all pupils.	Work with professionals regarding any upcoming physical environment changes.	Ongoing Long Term	



	improving the access of the physical environment for all pupils.		Uneven paving to be removed and tarmac placed around the school to improve the physical surface, reduce risk and improve accessibility	Summer 23	
To improve availability of written material in alternative forms	<ul style="list-style-type: none"> <li>- All policies are available in a range of formats</li> <li>- We work with interpreters for parental meetings and performances</li> </ul>	School will be aware of local and National services for converting written information into alternative formats. e.g. the use of overlays, enlarged font for visually impaired stakeholders	Inclusion AHT to arrange training when and where necessary & the necessary practical support infra-structure	On-going	Variety of media used to aid stakeholders access to the curriculum. Ongoing
To continue to improve collaboration in relation to Risk Assessments when ensuring access for pupils with accessibility difficulties.	<ul style="list-style-type: none"> <li>- All risk assessments are written in collaboration between Inclusion AHT and Class Teacher</li> <li>- Risk Assessments are shared with all staff working with specific children</li> </ul>	All specific risk assessments linked to ensuring access to education will be reviewed by the whole community working with the pupil.	Inclusion AHT to arrange RA review meetings with all involved with a pupil with specific accessibility needs.	On-going review	

