

RAVENSCOTE JUNIOR SCHOOL

ACCESSIBILITY POLICY

2025 - 2027



Date of Approval		Date of Review	
March 2025		March 2027	
Signed	Amy Wells Headteacher	Signed	Emily Gibson Chair of Governors



Ravenscote Junior School
Accessibility Plan
2025-2027

Introduction

This policy is drawn up in accordance with the Equality Act 2010. Ravenscote Junior School aims to treat all **children** fairly and with respect. This involves providing access and opportunities for all **children** 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 **children** with disabilities can participate in **all areas of** the curriculum.

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

To improve the availability of accessible information to **children** 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 **children** in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled **children** less favourably
- To take reasonable steps to avoid putting disabled **children** 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 **SEND** 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 **children** 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 **children's'** diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of **children**.

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 2025

Date of Review: Summer Term 2027

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 and 2025 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
2025

Aim	Current Good Practice	Objectives	Actions	When	Goal Achieved Reviewed Summer 27
Raise awareness of equality and disability issues	<ul style="list-style-type: none"> - We provide half termly LSA training - We provide termly teaching staff training - We seek professional advice and use Surrey Services including teachers for the visually impaired teachers for the hearing impaired. 	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 25</p> <p>Sept 25</p> <p>Ongoing</p>	
Ensure governors and all stakeholders ensure compliance in line with Equality Act 2010	<ul style="list-style-type: none"> - Accessibility Policy and Plan are shared with governors and stakeholders every 2 years - SEND and Inclusion Governors complete site walks with the Inclusion Lead yearly 	<p>School to adhere to legislation</p> <p>School to continuously review and update in line with children's 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 children	<ul style="list-style-type: none"> - All curriculum policies are reviewed regularly - All curriculum policies hold a SEND/Inclusion statement 	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 25	



	<ul style="list-style-type: none"> - All learning is adapted to meet the needs of learners - A variety of adapted resources are used across the curriculum to meet the need of all learners. - Learning walks with a focus on SEND occur termly - Specific subject learning walks occur annually 	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 ensure that all areas of the school building and grounds are accessible for all children and adults to continue to improve the access of the physical environment for all.	<ul style="list-style-type: none"> - School has a ramped entrance to the main building - Painted lines are on all external steps to improve visibility - All teaching rooms are fitted with interactive whiteboards which are placed in accessible spaces - All teaching rooms are fitted with Babble Guards - Internal doors have glass panels and fire safety latches <ul style="list-style-type: none"> - Much of the school has window screening fitted to reduce glare for support for children who may have visual impairments 	Any modifications needs will be made to the school building and grounds that are required to facilitate ease of access for all.	Inclusion AHT, Headteacher and School Business Manager to audit accessibility of school buildings and grounds	Ongoing	
Continue to improve the access of the physical environment for all children.	<ul style="list-style-type: none"> - All upcoming building projects are assessed for access needs - All of the physical environment is continuously reviewed and improved to meet the needs of learners <ul style="list-style-type: none"> - We work in partnership with professionals (moving and handling 	All physical environment changes and future building opportunities facilitate ease of access for all children.	Work with professionals regarding any upcoming physical environment changes.	Ongoing Long Term	



	<p>team, teachers for VI and HI) when improving the access of the physical environment for all pupils.</p> <ul style="list-style-type: none"> - Tarmac has been placed around the school to improve the physical surface 		Continuous auditing to reduce risk and improve accessibility	Ongoing	
To improve availability of written material in alternative forms	<ul style="list-style-type: none"> - All policies are available in a range of formats - We work with interpreters for parental meetings and performances 	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	
To continue to improve collaboration in relation to Risk Assessments when ensuring access for children with accessibility difficulties.	<ul style="list-style-type: none"> - All risk assessments are written in collaboration between Inclusion AHT, DSL and Class Teacher - Risk Assessments are shared with all staff working with specific children 	All specific risk assessments linked to ensuring access to education will be reviewed by the whole community working with the child.	Inclusion AHT to arrange RA review meetings with all involved with a child with specific accessibility needs.	On-going review	

