

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
2026 - 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 includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication. We provide access and opportunities for all children without discrimination of any kind.

The purpose of the plan is to

- Increase the extent to which children with disabilities can participate in the Connected Curriculum
- Improve the physical environment of the school to enable children with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to children with disabilities

Ravenscote Junior School promotes a dynamic learning environment, in which:

- Children are supported, respected, encouraged and motivated as individuals.
- All staff provide a safe, secure and nurturing environment, for life-long learning, which reflects the ethos of the school.
- We promote working in partnership with parents, as we believe that working together positively is vital in supporting each child's educational development.
- Children are given an understanding of their role as an inclusive citizen, in a fast-changing and multi-cultural world.
- Wellbeing is a prominent focus of our school.
- High quality teaching, which is meaningful and relevant, is planned to challenge and excite all children.
- The Connected Curriculum is broad, creative and stimulating, whilst equipping children with the necessary life skills for their future.

This plan is published on our school website and is available free of charge in alternative formats upon request to the Headteacher, including email, enlarged print and other accessible formats. Please contact the School Office on 01276 709007, we will aim to provide the policy in your requested format within 5 working days.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, our complaints procedure is available on the [school website](#) and sets out how to raise concerns about accessibility. Complaints will be handled in accordance with our complaints policy timescales.



Legislation 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 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.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a child with disabilities faces in comparison with a child without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our admissions arrangements comply with the School Admissions Code and do not discriminate against children with disabilities. We work with parents/carers before admission to understand and plan for any accessibility needs.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for children with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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
- We recognise that children with SEND may be more vulnerable to abuse and ensure our safeguarding procedures take account of additional vulnerabilities, as outlined in our Child Protection and Safeguarding Policy. As stated in Keeping Children Safe in Education 2025, "Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline" and that "additional barriers can exist when recognising abuse, neglect and exploitation in this group of children." Staff receive training to recognise these additional vulnerabilities and our safeguarding procedures, as outlined in our Child Protection and Safeguarding Policy, take account of communication barriers and ensure appropriate support is in place.
- 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 children 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 purpose of this plan (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.

Roles and Responsibilities

The School Governors are responsible for:

- Providing strategic oversight of accessibility and inclusion across the school
- Ensuring compliance with the Equality Act 2010 and related legislation
- Approving the Accessibility Policy and Plan and ensuring it is reviewed every two years
- Monitoring the implementation and impact of the Accessibility Plan through termly reports from the Inclusion AHT
- Ensuring adequate resources (financial, physical and human) are allocated to meet accessibility objectives
- Challenging and supporting school leaders to ensure continuous improvement in accessibility
- Ensuring that accessibility is embedded in all school policies, procedures and practices
- Receiving and responding to complaints relating to accessibility in accordance with the school's complaints procedure

The Headteacher will work with the Senior Leadership Team to:

- Ensure that all staff understand their responsibilities under this policy
- Ensure adequate resources are allocated to implement the Accessibility Plan, including staffing, training, equipment and adaptations to the physical environment
- Work with the Inclusion AHT and School Business Manager to identify and address barriers to accessibility
- Ensure that accessibility is considered in all strategic planning, including the School Development Plan and Building and Site Development Plan
- Foster a culture of inclusion where all children are valued and supported to achieve their full potential



- Ensure that reasonable adjustments are made promptly and effectively for children, staff and visitors with disabilities
- Report to governors on the implementation and impact of the Accessibility Plan
- Ensure that the school works in partnership with parents/carers, external agencies and the local authority to meet children's accessibility needs
- Lead by example in promoting equality and challenging discrimination

The Inclusion Assistant Headteacher will:

- Lead the development, implementation and monitoring of the Accessibility Plan
- Conduct regular accessibility audits of the school building, grounds and provision
- Monitor progress against the action plan objectives and report termly to the Headteacher and annually to governors
- Coordinate with external agencies and specialists, including:
 - Teachers for the visually impaired
 - Teachers for the hearing impaired
 - Occupational therapists
 - Physiotherapists
 - Moving and handling teams
 - Educational psychologists
 - Surrey LA SEND services
- Identify children's individual accessibility needs through assessment and consultation with children, parents/carers and external specialists
- Ensure that children's accessibility needs are clearly documented in their SEND support plans, Education, Health and Care Plans (EHCPs) or individual risk assessments
- Advise class teachers and support staff on reasonable adjustments and strategies to support children with disabilities
- Coordinate specialist support and interventions for children with disabilities
- Liaise with external agencies to ensure that children receive appropriate assessments and support
- Monitor the progress and wellbeing of children with disabilities
- Ensure that transition arrangements for children with disabilities are effective and well-planned
- Ensure that parents/carers of children with disabilities are kept informed and involved in decision-making about their child's support
- Ensure that staff receive appropriate training on equality, disability awareness and reasonable adjustments
- Coordinate the production of information in alternative formats when requested
- Maintain up-to-date knowledge of legislation, guidance and best practice relating to accessibility
- Ensure that the views of children with disabilities and their families inform the development and review of the Accessibility Plan
- Work with the School Business Manager to plan and implement improvements to the physical environment

The School Business Manager will:

- Conduct regular audits of the accessibility of the school buildings and grounds
- Ensure that accessibility is considered in all building projects, maintenance work and procurement decisions



- Work with contractors to ensure that accessibility requirements are met in any building or refurbishment work
- Maintain equipment and adaptations to ensure they remain safe and fit for purpose
- Ensure that emergency evacuation procedures take account of children, staff and visitors with disabilities
- Source and procure accessible furniture, equipment and resources as required
- Manage the budget for accessibility improvements in consultation with the Headteacher and Inclusion AHT

All Staff will:

- Treat all children, colleagues and visitors with respect and dignity, regardless of disability
- Implement reasonable adjustments for children with disabilities in their teaching, support and interactions
- Adapt their teaching methods, resources and classroom environment to ensure all children can access learning
- Be aware of children's individual accessibility needs and follow guidance in SEND support plans, EHCPs and risk assessments
- Report any concerns about a child's accessibility needs or barriers to learning to the class teacher or Inclusion AHT
- Report any concerns about the accessibility of the physical environment (e.g., broken equipment, hazards, inadequate facilities) to the School Business Manager
- Attend training on equality, disability awareness and reasonable adjustments
- Challenge discriminatory language or behaviour and promote positive attitudes towards disability
- Work in partnership with parents/carers to support children with disabilities
- Ensure that all children, including those with disabilities, can participate fully in school activities, trips and events
- Follow the school's safeguarding procedures, being alert to the additional vulnerabilities that some children with disabilities may face

Parents/Carers will:

- Share information about their child's disability, accessibility needs and how these affect their learning and wellbeing
- Work in partnership with school staff to support their child
- Attend meetings and reviews about their child's support
- Communicate any concerns or changes in their child's needs promptly
- Support their child to develop independence and confidence
- Provide feedback on the school's accessibility and suggest improvements
- Participate in consultations about the Accessibility Plan

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 - SEND Policy;
- Ravenscote Junior School - Equality & Diversity Policy;



- Ravenscote Junior School - Curriculum & Subject Policies;
- Ravenscote Junior School - Child Protection and Safeguarding Policy.

Monitoring Arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Inclusion AHT, School Business Manager and Chair of Governors.

We will measure success through increased participation of children with disabilities in all school activities, positive feedback from families and achievement of action plan objectives. The Inclusion AHT will monitor implementation termly through child conferencing, accessibility audits, incident logs and feedback from parents/carers. Progress will be reported to the LAC committee annually via the Inclusion Governor.

This plan was drawn up by a working group comprising of the Headteacher, staff members, governors, parents/carers of children with disabilities and Chair of Governors in 2018 and reviewed in 2021, 2023 and 2025 by the inclusion AHT headteacher, school business manager and Chair of Governors to confirm its ongoing validity.

Action Plan

Date of Plan: Spring Term 2025

Date of Review: Spring Term 2027

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

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



Action Plan
2025

Aim	Current Good Practice	Objectives	Actions	When	Success Criteria	Goal Achieved Reviewed Spring 27
Raise awareness of equality and disability issues	<p>We provide half termly Learning Support Assistant (LSA) training</p> <p>We provide termly teaching staff training</p> <p>We seek professional advice and use Surrey Services including teachers for the visually impaired teachers for the hearing impaired.</p>	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>	<p>- 100% of LSAs complete half-termly equality and disability training</p> <p>- 100% of teaching staff complete termly training</p> <p>- Staff demonstrate understanding through observations and practice</p> <p>- Positive feedback from parents/carers of children with disabilities (minimum 90% satisfaction in annual survey)</p> <p>- Training records show all staff up to date</p>	
Ensure governors and all stakeholders ensure compliance in line with Equality Act 2010	<p>Accessibility Policy and Plan are shared with governors and stakeholders every 2 years</p> <p>Inclusion Governor complete site walks with the Inclusion Lead yearly</p>	<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 children to ensure equality.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>- Annual governor site walk completed with written report to LAC committee</p> <p>- Accessibility Policy reviewed and approved by governors every 2 years</p> <p>- Zero breaches of Equality Act 2010 identified</p> <p>- Governor training records show 100% completion of equality and SEND training</p>	



					<ul style="list-style-type: none"> - Accessibility Plan published on school website and available in alternative formats - Annual report to governors demonstrates compliance with all statutory duties 	
<p>Ensure all curriculum policies provide access to all areas for all children</p>	<ul style="list-style-type: none"> - All curriculum policies are reviewed regularly - All curriculum policies hold a SEND/Inclusion statement - 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 	<p>All subject leaders to use National Association for Special Educational Needs SEND handbook to ensure core aims are reflected in the subject policy.</p>	<p>Inclusion AHT to share NASEN SEND Handbook with subject leads</p> <p>Work with subject leaders to ensure resources and learning is adapted to meet the needs of all children.</p>	<p>Summer 25</p> <p>Ongoing</p>	<ul style="list-style-type: none"> - 100% of curriculum policies include a comprehensive SEND/Inclusion statement - All subject leaders have accessed and used NASEN SEND Handbook - Learning walks show evidence of differentiation and reasonable adjustments in 100% of lessons - Children with disabilities make expected or better progress across all curriculum areas (tracked through data analysis) - Curriculum resources audit shows range of accessible materials available in all subject areas - Termly learning walks show consistent high-quality inclusive practice - Pupil voice shows children with disabilities feel included and supported in all lessons (target: 95% positive responses) 	



<p>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.</p>	<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 - Much of the school has window screening fitted to reduce glare for support for children who may have visual impairments 	<p>Any modifications needs will be made to the school building and grounds that are required to facilitate ease of access for all.</p>	<p>Inclusion AHT, Headteacher and School Business Manager to audit accessibility of school buildings and grounds</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> - Termly accessibility audits completed with action points identified and addressed - Zero accessibility-related incidents or near-misses logged - All identified accessibility improvements completed within agreed timescales - 100% of children with physical disabilities can access all areas of the school independently or with appropriate support - Positive feedback from visitors with disabilities about accessibility (target: 100%) - Emergency evacuation procedures tested and effective for all children and adults with disabilities - Annual review shows continuous improvement in physical accessibility 	
<p>Continue to improve the access of the physical environment for all children.</p>	<ul style="list-style-type: none"> - All upcoming building projects are assessed for access needs 	<p>All physical environment changes and future building opportunities facilitate ease of access for all children.</p>	<p>Work with professionals regarding any upcoming physical</p>	<p>Ongoing Long Term</p>	<ul style="list-style-type: none"> - 100% of building projects include accessibility assessment before commencement - Specialist professional advice sought and documented for all 	



	<ul style="list-style-type: none"> - All of the physical environment is continuously reviewed and improved to meet the needs of learners - We work in partnership with professionals (moving and handling team, teachers for VI and HI) when improving the access of the physical environment for all children. - Tarmac has been placed around the school to improve the physical surface 		<p>environment changes.</p> <p>Continuous auditing to reduce risk and improve accessibility</p>	Ongoing	<p>relevant physical environment changes</p> <ul style="list-style-type: none"> - Moving and handling assessments completed for all children who require them, reviewed at least annually - All new equipment/furniture meets accessibility standards - Budget allocation for accessibility improvements maintained year-on-year - Partnership working with external professionals documented with clear action points - Physical environment improvements completed as per agreed timescales in audit action plan 	
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	<ul style="list-style-type: none"> - 100% of requests for alternative formats met within 5 working days - Staff training completed on producing accessible documents (target: 100% of office staff and Inclusion AHT) - Clear procedures in place and communicated for requesting 	



					<p>alternative formats</p> <ul style="list-style-type: none"> - Partnership established with at least one external provider for specialist formats (e.g. Braille) - All school communications available in accessible formats (large print, audio, electronic) - Website meets WCAG 2.1 AA accessibility standards - Zero complaints about inaccessible information - Annual review of alternative format requests shows needs are being met 	
<p>To continue to improve collaboration in relation to Risk Assessments when ensuring access for children with accessibility difficulties.</p>	<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 	<p>All specific risk assessments linked to ensuring access to education will be reviewed by the whole community working with the child.</p>	<p>Inclusion AHT to arrange RA review meetings with all involved with a child with specific accessibility needs.</p>	<p>On-going review</p>	<ul style="list-style-type: none"> - 100% of children with accessibility needs have up-to-date individual risk assessments - Risk assessments reviewed at least termly or when circumstances change - All staff working with the child contribute to and sign risk assessments - Parents/carers involved in all risk assessment reviews - External professionals' advice incorporated into risk assessments where relevant - Risk assessments demonstrate clear reasonable adjustments and strategies 	



					<ul style="list-style-type: none"> - Zero incidents occur due to inadequate risk assessment - Staff feedback shows confidence in implementing risk assessments (target: 95%) - Review meetings scheduled and completed within agreed timescales
To identify and support young carers and their families	<ul style="list-style-type: none"> - School is accessible and welcoming to parents/carers with disabilities - Communication barriers are addressed - Identified member of staff has YC champion - YC lunch club runs twice a week - 3 members of staff attend regular YC training and updates 	To ensure young carers and their families receive appropriate support and that accessibility needs of parents/carers are met	<p>Train staff to identify young carers</p> <p>Ensure all communication is accessible to parents/carers with disabilities</p> <p>Provide flexible meeting times for parents/carers with health conditions</p> <p>Link with Surrey Young Carers service</p>	On-going review	<ul style="list-style-type: none"> - Young carers identified and recorded on school systems with appropriate support in place - Partnership established with Surrey Young Carers service with clear referral pathway - 100% of parents/carers with disabilities report that school communication is accessible (annual survey) - Flexible meeting arrangements offered and documented - Young carers receive appropriate pastoral support and monitoring - School environment is fully accessible to parents/carers with disabilities (e.g. accessible parking, accessible meeting rooms) - Positive feedback from families of young carers (target: 90% satisfaction)

