



Ravensdale Junior School

Accessibility Policy and Plan

2026-2027

Ravensdale Junior School

Purpose of the Plan

The purpose of this plan is to show how Ravensdale Junior School intends to secure appropriate access to the school for all disabled pupils.

At Ravensdale Junior our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves to their full potential. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He/She/They has a physical or mental impairment, **and** the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Governing Body of the school to secure appropriate access to education for disabled pupils in the three required areas of; curriculum, environment and information;

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable time frame.

Ravensdale Junior School aims to treat all stakeholders, including pupils, staff, governors and other members of the school community favourably and wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

Contextual information

The majority of the ground floor of school building, including the Bungalow, and playgrounds are fully compliant with DDA Regulations and are accessible for wheelchair users. The school has many ramped accesses into classrooms and to outside areas. There are a number of classrooms on the ground floor in the main building with steps for the fire exit rather than a ramp.

The Current Range of Disabilities at Ravensdale Junior School

The school has many children with a range of disabilities which include Autistic Spectrum Disorder, ADHD, and significant medical needs. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have some children who have asthma and all staff are aware of these children. All inhalers are kept in the classrooms and spare inhalers are kept in the main school office. A record of use is noted. Some children have allergies or food intolerances and these are included on the medical needs list on Arbor. Epi Pens for specific children, which are kept in the classroom with the child and spare ones are kept in the school office.

All medical information is collated and available to staff. We have competent First Aiders who hold current First Aid certificates and staff trained in Paediatric First Aid.

Prescribed medication is either kept in the school office, controlled medication is kept in a locked box in a locked cabinet in the office which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

Ravensdale Junior School Plan 2026-2027 Objectives	Strategies	Outcome	Timeframe
EQUALITY AND INCLUSION			
To ensure that the Accessibility Plan becomes an annual item at the Governors meetings	Governance Professional to add to list for Governors meetings	Adherence to legislation	Annually
To refresh and improve staff awareness of disability issues that affect pupils at Ravensdale.	Review staff training needs when cohort needs change. Provided training for members of the school community as appropriate	Whole school community aware of issues.	On-going
To ensure that all policies consider the implications of disability access.	Consider during review of policies	Policies reflect current legislation	On-going
PHYSICAL ENVIRONMENT			
To ensure that adjustments to the school buildings and grounds maintain accessibility for all children and adults.	Audit accessibility of school buildings and grounds by Governors when making building adjustment.	Modifications will be made to building/development proposals to maintain access	On-going
To ensure building upkeep/maintenance takes account of accessibility requirements.	Maintain step edgings/outdoor ramps/footpath, hand rails into classrooms, lifts, ramps/signs etc. to a good standard to secure ongoing suitable and safe access.	Ongoing school upgrade and maintenance will meet requirements of DDA	On-going
CURRICULM			
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCO to review the needs of children and provide training for staff as needed	Staff are able to ensure that all children have access to the curriculum and enrichment opportunities	On-going

To ensure that all children are able to access, as far as is safe to do so, all out of school activities, e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation Conduct Risk Assessments to identify adjustments to enable all pupils to attend or plan alternative provision.	All providers of out of school education will comply with legislation to ensure that the needs of all children are met	On-going
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed, e.g. special pencil grips, noise cancelling headphones, writing slopes, specialist seating, toileting aids, braille books and signs, radio hearing aids etc.	Children will develop independent learning skills and have equitable access to the curriculum at Ravensdale.	On-going (SENCO)
To meet the needs of individuals during statutory end of KS2 tests	Children will be assessed in accordance with regular classroom practice and additional time, use of adapted equipment and any further adaptations and access arrangements will be applied for as a needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential	Annually (SENCO, SLT and Year 6 staff)
WRITTEN/OTHER INFORMATION			
To ensure that parents/carers who are unable to attend school, because of a disability, can access parent/carers evenings	Staff to hold parents/carers evenings by phone, Microsoft TEAMS or send home written information.	Parents are informed of children's progress	Twice per year.