



Ravensdale Junior School

Accessibility Policy

2022-2023

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including but not limited to the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) “The Equality Act 2010 and Schools”
- DfE (2015) “Special Educational Needs and Disability Code of Practice: 0 – 25 years”

2. Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage of civil partnership.

3. Roles and Responsibilities

The Governing Body will be responsible for Monitoring the Accessibility Plan.

The Headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school’s accessibility in conjunction with the governing body.
- Ensuring staff members are aware of pupils’ disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

- Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- Working closely with the governing body and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

Designated staff will be trained to effectively support pupils with medical conditions e.g., understanding how to administer insulin.

4. Accessibility Plan

The School's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. It is a free-standing document to support the Equality Information and Objectives Policy and the Special Educational Needs and Disabilities Policy.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum.
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents.

The Accessibility Policy and the Accessibility Plan will both be available on the school website.

5. Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities and is committed to developing a culture of inclusion, support and awareness. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching will allow them to reach their full potential and they will receive the support they need to make this happen. The school will ensure that all extra-curricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with its Admission Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with an EHCP and pupils with SEND are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairment. The school

aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The class teacher and SENCO will work together to adapt a pupil's Individual Education Plan (IEP) with advice from outside agencies where appropriate, to allow all pupils to reach their full potential.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching e.g., "pupil passports".

Specialist resources are available for pupils with visual impairments such as large print reading books.

8. Monitoring and Review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.