



**RAVENSDALE JUNIOR SCHOOL**

**ACCESSIBILITY POLICY 2017**



## RAVENSDALE JUNIOR SCHOOL

### ACCESSIBILITY POLICY

#### Section 1: Vision statement

*This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.*

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Ravensdale Junior School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The School Brochure will make reference to this Accessibility Plan and School website.
8. The School's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory)
10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
11. The Plan will be monitored by Ofsted as part of their inspection cycle.
12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. We will continue to develop strong links with outside agencies eg., Educational Psychologists, Speech and Language professionals, School Nurses and Doctors, Occupational Health professionals.

## **Section 2: Aims and objectives**

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Improve access to extra-curricular visits and activities for pupils with SEND.

The table below sets out how the school will achieve these aims.

Aim	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Two classrooms have a sound field system. Vegetable are planted in raised beds with so that children can access them with ease. Children with ASD are given information about each day and warned of any changes. Extra staff attend visits out of school to ensure that all children can take part.</p> <p>The library shelves are an accessible height for wheelchair users.</p> <p>The lighting in the school has been updated and is sufficient in all areas.</p> <p>To continue to ensure all staff are mindful of the</p>	<p>To ensure that we remove all barriers to learning for children with a disability</p>	<p>To review the needs of the children in school on a termly basis and implement adjustments were necessary.</p> <p>Staff meetings</p>	<p>Head, SENCo, LM, SBM</p> <p>Head, SENCO, LM</p> <p>Headteacher, SENCO, Learning</p>		<p>All children in school will have good access to the curriculum and this is shown by the good progress that they make.</p> <p>All staff aware of range of interventions available in school to meet needs of all pupils and aware of support available.</p>

	<p>implications of the DDA and the range of identified disabilities</p> <p>MEPs and Individual Evacuation Plans</p> <p>Extra-curricular visits and activities are very well adapted for pupils with physical needs.</p>	<p>To ensure that pupils with behavioural and emotional needs have adequate support in place to ensure that they can access extra-curricular activities where-ever possible.</p>	<p>Staff Training (INSET 4.9.2017)</p> <p>Covered as part of the induction training with new staff from the EVC.</p>	<p>Mentor and SBM</p> <p>Head Teacher, SENCo, EVC, class teachers</p>	<p>From September 2017</p>	<p>All children have fair access (supported where necessary) to extra-curricular activities and visits.</p>
<p>Improve and maintain access to the physical environment</p>	<p>Apart from two first floor classrooms, the site is flat, with a ramp up to 2 classrooms which are separate to the rest of the building. The front doors into school are automatic. Paths are regularly checked and maintained where necessary. The staircase is fitted with hi-visibility nosings and appropriate windows with anti-glare adhesive films. All classrooms have appropriate black out blinds to assist the visually impaired. Outside steps, paths and walls are painted with hi-visibility paint as recommended by</p>		<p>To ensure paintwork is in good repair.</p>	<p>Head SBM</p> <p>Sitemanager</p>		

	<p>the visually impaired specialists. Exterior door handles are of contrasting colour to doors and refurbished toilets now have contrasting colours in toilet cubicles.</p> <p>There are three disabled toilets across the site and an additional disabled toilet and shower room with hoist.</p> <p>A hearing loop is available at the reception desk.</p>		<p>Regular servicing.</p> <p>Regular servicing.</p>			
<p>Improve the delivery of written information to pupils</p>	<p>Texts are enlarged or copied onto different colours where necessary. Interpreters are used in SATs tests for children who are very new to English. The seating position in relation to the board is considered.</p>					

### Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Mainly single story. Two classrooms are on a second floor.	Careful planning each year for which classes are on the second floor to ensure that all children have easy access.	Headteacher	
Corridor access	Corridors are kept clear to ensure ease of access.		All staff	
Lifts	None	None		
Parking bays	There are two disabled parking bays.	None		
Entrances	The entrance to the drive way has an automatic barrier and the entrance to the front of the school has automatic doors.	Automatic gates with CCTV are due to be installed instead of the barrier, but this will have no impact on access.	SBM	December 2016
Ramps	There is a ramp leading to the 2 separate classrooms for ease of access.	None		
Toilets	There are currently 3 disabled toilets which are spaced around the building.	None		
Reception area	The desk is at a height which is accessible to all.	None	SBM	
Internal signage	Currently written signs only.	This would be reviewed as the need arose.	SBM	
Emergency escape routes	Apart from the second storey classrooms, these are all flat and have external fire doors. On the second storey, the emergency access is via a flight of external steps. All steps are edged with yellow hi-visibility paint.			