



Ranvilles Junior School Accessibility Policy & Plan 2023-2026

1. ACCESSIBILITY

This policy is available in large print or Braille.
Please contact the school office who will be happy
to arrange this for you.

2. PURPOSE OF POLICY

The purpose of this policy is to explain how Ranvilles Junior School are making the school as accessible as possible to pupils that have a disability. Ranvilles has high expectations for pupils with disabilities and expects them to be able to participate and achieve in every aspect of school life.

3. APPROVAL

Approval date: May 2023

Date for next review: May 2026



4. INTRODUCTION

We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Ranvilles Junior School Accessibility Policy has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff and governors of the school.

Ranvilles works closely with feeder schools and outside agencies to identify individual pupil needs, before they arrive at the school, whilst they are moving through it and in preparing feeder schools to receive pupils from us. The campus site is shared with three other schools. Our main feeder school, Ranvilles Infant School and two special schools: Heathfield School (Moderate Learning) and St Francis School (Severe Learning) and good working relationships and practice is shared.

5. REFERENCES

- Equality Act 2010 <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) <https://www.legislation.gov.uk/ukpga/2001/10/contents>
- Definition from 'Implementing the Disability Discrimination Act in schools and early years settings DfES 2006
:<https://dera.ioe.ac.uk/6040/1/Implementing%20the%20DDA,%20Improving%20Access,%20Early%20Years.pdf>
- The Accessibility Plan should be read in conjunction with other school policies, documents and statements that can be found on our website www.ranvillesjunior.co.uk
- The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy." <https://www.dorsetcouncil.gov.uk/support-in-the-early-years-schools-and-settings/support-for-children-and-young-people-with-a-disability>
- Ranvilles Junior School Equalities Policy:
<https://ranvillesjuniorschool.co.uk/wp-content/uploads/2020/10/Equalities-Policy-2019-2020.pdf>

6. CONTENT

The Ranvilles Junior School Accessibility Policy shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Policy relates to the key aspects of curriculum, physical environment and written information. Whole school training will recognise the need to



continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

6.1 Curriculum

Increase access to the curriculum for pupils with a disability, expanding 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 duties under the Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

6.2 Physical Environment

Improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe. Advice and guidance will be taken from the Physical Disability Inclusion Support team when appropriate.

6.3 Written Information

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

7. APPENDICES

- Accessibility Plan shown in Appendix 1



APPENDIX 1

Accessibility Plan

Target	Strategies	Outcome	Action
Classroom			
Easy Access for classrooms and learning areas	Teachers to review layout of spaces available for class learning	All pupils are able to fully access the curriculum	Ongoing – reviewed annual based on new cohort.
Staff aware of children's needs i.e. disability/impairment	Staff are trained to meet the needs of specific children. Meeting to be held with parents prior to entry. Risk assessment completed.	The curriculum is fully accessible. All aspect of school life can be accessed.	On-going To be actioned based on cohort.
Learning material is available in all format to enable fully access to curriculum	LA advice re converting written information into alternative formats	If required based on a child's need.	On-going
Current Procedures			
Curriculum, Information & Buildings are accessible to all RJS Community	Monitor and regularly review users' access learning, areas, and the curriculum and school information.	School is compliant with DDA 2006 and Equality Act 2010. All stakeholders have access to school life and services provided.	