



RAVENSTHORPE
PRIMARY ACADEMY

Respectful, Proud, Aspirational

ACCESSIBILITY POLICY AND PLAN

Version 1.0

2023 - 2026

Date Policy Reviewed: September 2025

Date of Next Review: September 2026

1.1 Introduction

- 1.2 The Planning Duty under the Equality Act 2010 schools means that all should have an individual Accessibility Plan. 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”. According to the Equality Act 2010 a person has a disability if:
- (a) he or she has a physical or mental impairment (more than a year), and
 - (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- 1.3 The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed at least every three years, approved by school committees, and shared with Trustees.
- 1.4 The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will be published on the school website.
- 1.5 Peterborough Keys Academies Trust (PKAT) schools are dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.
- 1.6 Ravensthorpe Primary School’s Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

2. Aims and Objectives

2.1 Our Aims are to:

- (i) increase access to the curriculum for pupils with a disability.
- (ii) improve and maintain access to the physical environment and take advantage of education associated services.
- (iii) improve the delivery of written information to pupils.

2.2 The school's objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- (a) SEND Information Report
- (b) Trust SEND Policy
- (c) Local Offer
- (d) Safeguarding Policy
- (e) Health & Safety Policy
- (f) Staff related policies

2.3 This plan will also be used to advise and inform future planning documents and policies.

3. Physical Environment

3.1 The school has:

- A physical environment that is accessible for all uses and has good wheelchair access both indoors and outdoors.
- Ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely.
- Corridors are wide and there are no issues walking around school safely for any person in a wheelchair.
- The building is all on one level.
- There are 3 accessible toilets located in the school and provision is made for individual children within the classrooms such as individual toilet seats/ toilet rails.
- Accessible toilets have handrails, an emergency pull cord and easy use taps.
- **EYFS and Key Stage 1 toilets have one sink with easy use taps**
- There is 1 mobile hoist and a changing table.
- Classrooms have fire exits which can be used for all pupils.
- Sound systems are used in classrooms where this has been recommended by the Sensory Support Team for children with a hearing impairment.

4. Curriculum

- 4.1 With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.
- 4.2 The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively.
- 4.3 Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, use of laptops etc.

5. Information

- 5.1 Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

6. Current Activities

- 6.1 Across the Trust, schools have close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school.
- 6.2 Students moving from a PKAT primary school to Jack Hunt Secondary School work to ensure transition arrangements for disabled students are robust and lead to high-quality inclusion.
- 6.3 This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.
- 6.4 The Trust SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.
- 6.5 School use outside agencies, including Health Professionals and Educational Psychology Services.
- 6.6 The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.
- 6.7 Schools have systems in place to ensure that we meet the needs of all disabled children and young people including Provision Mapping and team around the cohort meetings which identifies children and interventions.
- 6.8 School staff work together as a team to ensure strategies for improving behaviour and access to learning.
- 6.9 School has an ELSA who can provide emotional literacy support to children individually and small groups.
- 6.10 School has access to a Forest School base within the school grounds and a Community Garden where interventions including to support children's social emotional and mental health can be delivered.
- 6.11 In consultation with behaviour panel when necessary, school may access alternative provision from a list of registered agreed providers in order to enable children to receive specialist targeted support.
- 6.12 The school also works closely with specialist services including:
 - (a) STePS (Specialist Teachers and Educational Psychology Services)
 - (b) ASD Specialist & Advisory Teacher

- (c) Educational Psychology Service
- (d) Sensory support for children with visual or hearing needs
- (e) Parent Partnership Service
- (f) SALT (Speech and Language Therapy)
- (g) LAC (Looked After Children)
- (h) Family Intervention Worker to support families
- (i) Mental Health and Well Being Support Team
- (j) Headway Horizons Cognitive Behaviour Therapist
- (k) Mental Health Well-being Team

7. Health Provision delivered in school:

- (a) Additional Speech and Language Therapy input to provide a higher level of service to the school
- (b) School Nurse
- (c) Occupational Therapy
- (d) Physiotherapy
- (e) Community Paediatrician
- (f) CAMHs (Child and Adult Mental Health)

7.2 The school's Academy Committee, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

7.3

- (i) Physical disability including moving and handling.
- (ii) Visual impairment.
- (iii) Specific medical conditions including asthma, anaphylaxis, epilepsy eczema, diabetes.
- (iv) Specific learning difficulties including dyslexia.
- (v) Autism.
- (vi) Speech, language and communication needs (SALT)
- (vii) ELKLAN
- (viii) Mental Health and Well being

7.4 Please see the Local Offer and School SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

8. Review and Implementation

8.1 The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people education within the Trust.

9. Version History

9.1 Table of Versions

| VERSION | ACTION | RESPONSIBLE | DATE |
|---------|-----------------|----------------------------|----------------|
| 1.0 | Policy created | Ruth DEEGAN | September 2023 |
| | Internal Review | Ruth Deegan | September 2024 |
| | Internal Review | Ruth Deegan/Fiona McCallum | September 2025 |