



Ribbleton Avenue Methodist Junior School

School Accessibility Policy

2025-2026

“Brighter futures built with Ambition, Courage and Respect;
filled with Love, Hope and Faith.”

Version	September 2025
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Organisation	Ribbleton Avenue Methodist Junior School
Approved	Governors
Review Cycle	1 Year (Minimum)
Next Review	September 2026

Introduction

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. This states 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:

- (a) He or she has a physical or mental impairment, 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.

School Governors have a responsibility to ensure that the Accessibility Plan is clear and coherent and that it is implemented, reviewed and that progress is reporting on over a prescribed period of time. At Ribbleton Avenue Methodist Junior School 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. At Ribbleton Avenue Methodist Junior school all staff and governors 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.

The Accessibility Plan is structured to complement and support a number of the school’s other policies, and should be read in conjunction with the following policies:

- School improvement plan
- SEND policy
- Equal opportunities policy
- Curriculum policies
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Health & Safety Policy
- Equality Plan
- Special Educational Needs Policy

Aims and Objectives:

Key Objective

To reduce and eliminate barriers to access of the curriculum, school environment and information, and to fully enable full participation in the school community for pupils, prospective pupils and adult users with a disability.

Our School Accessibility Plan relates to the key aspects of

- physical environment
- curriculum and
- written information

The environment

The School Accessibility Plan shows how the physical access into the school grounds and school buildings will be improved. This includes access 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 practicable by adding specialist facilities as necessary. On-site car parking for staff and visitor includes two dedicated disabled parking bays. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Good Current Practice

Ribbleton Avenue Methodist Junior School's building is well designed to meet the needs of disabled pupils.

- All rooms are on one level
- Most public access is on at ground-floor level – with no steps
- All windows have curtains or blinds to reduce glare and all floors are carpeted to reduce noise.

The curriculum

The School Accessibility Plan shows how we intend to increase access to the curriculum for pupils with a disability by making appropriate and necessary adaptations to the curriculum to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visit. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

Good Current Practice

At Ribbleton Avenue Methodist Junior school, we provide a rich balanced curriculum to all of our children. The needs of children of different abilities, including those with disabilities, are met through quality first teaching which includes differentiation to meet the needs of different learners. Adult support is provided during lessons and in the form of intervention which could be 1:1 or small group work,

depending on the need. We have a Learning Mentor who works with children needing support in managing and developing their own behaviour, and a Family support worker who works closely with children and families to help to overcome barriers. Children with additional needs are quickly identified and where appropriate the school SENCo refers to outside agencies. Extra-curricular activities are adapted in order to make them accessible to all children, including those with a disability, and where it is felt that the nature of a club would benefit children with a particular disability, they are actively encouraged to join.

The Nest Provision

The Nest supports accessibility by providing a learning environment which can be adapted to meet a wide range of learning, sensory, communication and physical needs. Resources, teaching approaches, classroom organisation and support strategies are tailored to enable pupils to access learning successfully. The provision forms part of the school's commitment to removing barriers, increasing participation and ensuring equality of opportunity for all pupils.

These processes ensure that all children have access to a curriculum appropriate 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.

Communication with the school community

The School Accessibility plan shows how we intend to improve the delivery of information to pupils, staff, parents and visitors with disabilities. This might include hand-outs, timetables, textbooks, newsletters and other information about the school and school events. It might also include verbal information or reports given to parents on a 1:1 basis. The information should be made available in various preferred formats within a reasonable timeframe.

Good Current Practice

As a school we keep parents and carers well-informed of day to day events and give information that is relevant through regular newsletters. Children's reports which are sent out to inform parents of their child's performance and progress in school are written in a way that is precise and clear. Other information that is specific to a child might be given verbally. Wherever possible, we strive to provide information or to translate it into the home language of a parent if this is considered necessary.

Linked policies

This plan will contribute to the review and revision of related school policies e.g.

- School improvement plan
- SEN policy
- Equal opportunities policy
- Curriculum policies