



Ribbleton Avenue Methodist Junior School

School Accessibility Policy

2026-2027

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

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Introduction

Ribbleton Avenue Methodist Junior School is committed to providing an inclusive and accessible environment in which all pupils are valued, respected and able to participate fully in school life.

We recognise our responsibility to identify, reduce and remove barriers that may place disabled pupils at a disadvantage and to make reasonable adjustments to enable them to access education, facilities, services and opportunities.

This policy sets out the school's approach to accessibility and should be read alongside the school's separate **Accessibility Plan 2025–2028**, which identifies specific accessibility priorities, actions, responsibilities, timescales and success criteria.

Accessibility is the responsibility of the whole school community. Governors, senior leaders and staff work together to promote equality of opportunity and ensure that accessibility is considered within curriculum planning, the physical environment, communication and the wider life of the school.

Legislation and Guidance

This policy has regard to relevant legislation and statutory guidance, including:

- **Equality Act 2010**
- **Schedule 10 of the Equality Act 2010**
- **Children and Families Act 2014**
- **Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015, as amended)**

Under the Equality Act 2010, schools must not unlawfully discriminate against pupils because of disability and must make reasonable adjustments to avoid disabled pupils being placed at a substantial disadvantage.

The school's Accessibility Plan is prepared in accordance with Schedule 10 of the Equality Act 2010.

Definition of Disability

Under the Equality Act 2010, a person is disabled if they have:

A physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A disability may not always be visible.

Pupils may experience barriers associated with a wide range of physical, sensory, communication, cognitive, developmental or mental health impairments.

Not every pupil with SEND will be disabled under the Equality Act 2010 and not every disabled pupil will have SEND. The school will consider each pupil's individual circumstances and needs.

Our Commitment

At Ribbleton Avenue Methodist Junior School, we are committed to:

- Promoting equality of opportunity.
- Treating pupils fairly, with dignity and respect.
- Identifying and reducing barriers to access and participation.
- Making reasonable adjustments for disabled pupils.
- Increasing access to the curriculum.
- Maintaining and improving access to the physical environment.
- Improving access to information.
- Promoting independence and participation.
- Ensuring disabled pupils can participate in the wider life of the school.
- Challenging negative attitudes, stereotypes and discrimination relating to disability.
- Considering accessibility when planning future developments.
- Working collaboratively with pupils, parents/carers and relevant professionals.

Our approach is proactive wherever reasonably possible. We seek to anticipate accessibility requirements rather than only responding once a barrier has prevented participation.

Aims and Objectives

The key objective of this policy is to reduce and remove barriers to access and participation for disabled pupils and other members of the school community.

In accordance with the school's Accessibility Plan, our work focuses on three key areas:

1. Increasing access to the curriculum

Increasing the extent to which disabled pupils can participate in the school's curriculum and wider educational opportunities.

2. Improving the physical environment

Improving and maintaining the physical environment so that disabled pupils can take advantage of education, benefits, facilities and services provided by the school.

3. Improving access to information

Improving the availability of accessible information for disabled pupils.

These are the same three broad areas identified in your existing policy.

Reasonable Adjustments

RAMJS recognises its duty to make reasonable adjustments to avoid disabled pupils being placed at a substantial disadvantage compared with pupils who are not disabled.

Reasonable adjustments are considered according to the individual pupil, the particular barrier and the circumstances.

Adjustments may include:

- Changes to teaching approaches.
- Adaptations to classroom organisation or seating.
- Visual supports.
- Alternative methods of recording.
- Additional processing time.
- Sensory resources or movement opportunities.
- Communication aids.
- Adapted or specialist equipment.
- Assistive technology.
- Adjustments to routines.
- Access to quieter or supportive spaces.
- Adjustments to PE, educational visits and extracurricular activities.
- Additional adult support where appropriate.
- Physical adaptations where reasonable and necessary.

The school will consider professional advice and the views of the pupil and their parents/carers when determining appropriate adjustments.

Reasonable adjustments will be reviewed as needs and circumstances change.

The Physical Environment

RAMJS aims to provide a physical environment that is accessible, safe and welcoming.

The school's existing physical environment includes:

- A predominantly single-level building.
- Ground-floor public access.
- Wide access routes and doors.
- Curtains and blinds which can help reduce glare.

- Carpeted areas which can help reduce noise.

These features are already identified within the existing Accessibility Policy.

The school will continue to review the physical environment and consider the needs of current and prospective pupils.

This may include consideration of:

- Entrances and exits.
- Corridors and walkways.
- Classroom layouts.
- Toileting and personal-care requirements.
- Disabled parking and access.
- Signage.
- Lighting.
- Noise.
- Visual clutter.
- Sensory needs.
- Seating.
- Evacuation arrangements.
- Specialist equipment.

Where a pupil has specific physical or sensory access needs, individual arrangements and reasonable adjustments will be considered.

Specialist professional advice will be sought where appropriate.

Accessibility will also be considered when alterations, refurbishment or development of the school premises are planned.

Access to the Curriculum

RAMJS is committed to providing all pupils with access to an ambitious, broad and balanced curriculum.

Teachers are responsible and accountable for the progress and development of all pupils within their classes, including disabled pupils and pupils with SEND.

High-quality adaptive teaching is central to removing barriers to curriculum access.

Teaching may be adapted through:

- Explicit instruction and modelling.
- Appropriate scaffolding.
- Chunking and sequencing.
- Visual supports.

- Flexible grouping.
- Pre-teaching and overlearning.
- Concrete and practical resources.
- Multisensory approaches.
- Adapted resources.
- Alternative methods of recording.
- Additional processing time.
- Assistive technology.
- Communication support.
- Changes to the learning environment.
- Appropriate adult support.

Adaptations are made according to identified need while maintaining high expectations and promoting independence.

This replaces the older wording in the current policy referring to “quality first teaching” and “differentiation to meet the needs of different learners”.

The Nest Provision

The Nest forms part of the school's approach to improving access and removing barriers for pupils who require additional or individualised provision.

It provides a smaller and supportive learning environment which can be adapted to meet a range of:

- Learning needs.
- Communication needs.
- Sensory needs.
- Social and emotional needs.
- Physical and developmental needs.

Teaching approaches, resources, classroom organisation and support strategies can be adapted according to individual need.

Pupils may access The Nest for different amounts of time according to their identified needs. Access is not dependent upon a pupil having an EHCP or progressing through predetermined levels of support.

Pupils accessing The Nest remain members of their mainstream class and wider school community. Provision will seek to increase participation, progress and independence.

The existing policy already recognises The Nest as part of the school's work to remove barriers and increase participation.

Sensory Accessibility

RAMJS recognises that accessibility extends beyond physical access to the school building.

Some pupils may experience barriers associated with:

- Noise.
- Lighting.
- Busy environments.
- Crowded spaces.
- Touch.
- Movement.
- Visual information.
- Clothing or equipment.
- Changes to routine.
- Sensory regulation.

Where these create a barrier for a disabled pupil, appropriate reasonable adjustments will be considered.

These may include access to quieter spaces, sensory resources, movement breaks, changes to seating or classroom organisation, visual supports or individualised arrangements.

Staff will seek to understand the purpose of adaptations and promote pupils' independence wherever possible.

Communication and Access to Information

The school aims to ensure that information is accessible to disabled pupils and, where appropriate, disabled parents/carers and visitors.

Information may include:

- Letters.
- Newsletters.
- Reports.
- Timetables.
- Visual timetables.
- Curriculum materials.
- School policies.
- Website information.
- Forms.
- Information relating to SEND or medical needs.

Where required, reasonable steps will be taken to provide information in an alternative or more accessible format.

Depending upon individual need, this may include:

- Enlarged text.
- Simplified or clarified language.
- Visual information.
- Symbols or photographs.
- Electronic formats.
- Verbal explanation.
- Additional processing time.
- Communication aids.
- Translation or interpretation support where appropriate.

The existing policy already recognises the need for information to be available in preferred formats within a reasonable timeframe and the importance of translation where required.

Communication Needs and Pupil Voice

Communication difficulties should not prevent a pupil from participating in decisions about their education, support or wellbeing.

Where necessary, adjustments will be made to enable pupils to communicate their views.

These may include:

- Visual prompts.
- Symbols.
- Communication aids.
- Alternative or augmentative communication.
- Additional processing time.
- Familiar adults.
- Simplified or adapted language.
- Alternative methods of expressing views.

These principles apply to everyday learning as well as IEP and EHCP reviews, transition planning, pupil voice and safeguarding processes.

Emotional and Social Accessibility

RAMJS recognises that emotional wellbeing, regulation, relationships and feelings of safety can affect a pupil's ability to access education.

Support may include:

- The Heart Room.
- Pastoral support.
- Nurture approaches.

- Restorative and relational approaches.
- Emotional regulation support.
- Social and friendship support.
- Counselling or therapeutic support where available.
- Reasonable adjustments to routines or environments.
- Family support.
- Multi-agency working.

Support will be matched to individual need and reviewed for impact.

Behaviour will be considered within the context of the whole child. Staff will seek to understand whether behaviour may communicate an unmet need or indicate barriers to participation while maintaining appropriate expectations for safety and behaviour.

Educational Visits, Clubs and Wider School Life

Disabled pupils should have opportunities to participate in the wider life of the school.

This includes:

- Educational visits.
- Residential opportunities where applicable.
- PE and sport.
- Clubs.
- Performances.
- Assemblies.
- Enrichment activities.
- Social activities.
- Wider school events.

The school will not discriminate against disabled pupils and will consider reasonable adjustments required to enable participation.

When planning an activity, staff will consider accessibility and individual needs. Where appropriate, this may include individual risk assessment, additional staffing, adapted equipment, changes to transport or other reasonable adjustments.

The school's existing policy already commits to adapting extracurricular activities to support accessibility.

Medical Needs and Accessibility

Some pupils with medical conditions may also meet the definition of disability under the Equality Act 2010.

The school will work with pupils, parents/carers and relevant health professionals to identify appropriate arrangements.

Individual Healthcare Plans will be used where appropriate.

Staff will receive information and training required to support individual pupils safely.

A medical condition will not automatically be treated as SEND; however, where a pupil also has SEND, arrangements will be coordinated appropriately.

SEND and Accessibility

There is a close relationship between the school's accessibility duties and its responsibilities towards pupils with SEND, although they are not the same.

Not all disabled pupils have SEND and not all pupils with SEND meet the legal definition of disability.

Where a pupil has both SEND and a disability, the school will consider:

- SEND provision.
- Reasonable adjustments.
- Accessibility.
- Curriculum access.
- Communication.
- Physical and sensory access.
- Participation in wider school life.

Provision will be coordinated through the school's SEND and accessibility arrangements as appropriate.

Safeguarding and Accessibility

Accessibility is an important part of safeguarding.

RAMJS recognises that disabled pupils and pupils with SEND can face additional safeguarding challenges.

Communication, sensory, cognitive or physical difficulties must not prevent a pupil from being able to express a concern or access help.

Staff will make appropriate communication adjustments and maintain professional curiosity where changes in behaviour, presentation, attendance or engagement are observed.

Such changes will not automatically be attributed to a pupil's disability or SEND.

Individual accessibility needs will also be considered within emergency procedures, risk assessments and safety planning where appropriate.

Roles and Responsibilities

Governing Body

The Governing Body is responsible for:

- Ensuring the school meets its statutory accessibility and equality duties.
- Approving and monitoring the Accessibility Plan.
- Monitoring progress towards accessibility objectives.
- Ensuring accessibility is considered in strategic decision-making.

Headteacher

The Headteacher is responsible for:

- Promoting an inclusive culture.
- Ensuring this policy and the Accessibility Plan are implemented.
- Ensuring reasonable adjustments are considered and implemented appropriately.
- Ensuring staff understand their responsibilities.
- Ensuring accessibility is considered within school improvement and development.

SENDCo

The SENDCo supports the school by:

- Advising on barriers experienced by pupils with SEND and disabilities.
- Supporting staff to identify appropriate reasonable adjustments.
- Liaising with pupils, families and professionals.
- Supporting accessible curriculum provision.
- Contributing to monitoring and reviewing the Accessibility Plan.
- Coordinating with external professionals where specialist advice is required.

All Staff

All staff are responsible for:

- Promoting inclusion and equality.
- Identifying potential barriers.
- Implementing agreed reasonable adjustments.
- Providing high-quality adaptive teaching.
- Following individual plans and professional advice.
- Raising accessibility concerns with appropriate leaders.
- Ensuring pupils are treated with dignity and respect.

Staff Training

Accessibility and disability awareness form part of the school's wider approach to staff development.

Training will be responsive to the needs of pupils and may include:

- SEND and disability awareness.
- Adaptive teaching.
- Autism and neurodiversity.
- Speech, language and communication needs.
- Sensory needs.
- Physical and medical needs.
- Social, emotional and mental health.
- Assistive technology.
- Supporting communication.
- Reasonable adjustments.
- Safeguarding vulnerabilities associated with SEND and disability.

Specialist training will be sought when required to meet an individual pupil's needs.

Admissions

RAMJS will not discriminate against a disabled pupil in relation to admission because of their disability.

Admission arrangements are administered in accordance with the school's published admissions arrangements and applicable statutory requirements.

Where the school is informed that a prospective pupil has a disability or accessibility requirement, relevant information will be considered so that reasonable adjustments and appropriate provision can be planned wherever possible before admission.

The school will work with parents/carers, previous settings, the Local Authority and relevant professionals where appropriate.

Accessibility Plan

The school's separate **Accessibility Plan 2025–2028** sets out specific targets and actions relating to:

1. Increasing access to the curriculum.
2. Improving and maintaining the physical environment.
3. Improving access to information.

The plan identifies:

- The accessibility target or issue.
- The person or people responsible.
- Actions required.
- Resources.
- Timescales.
- Success criteria.

The Accessibility Plan is monitored by the SENDCo, Headteacher and Governing Body.

Progress is formally reviewed at least annually and the plan may be amended before the end of its three-year period where changing needs or new accessibility priorities are identified.

Monitoring and Review

This Accessibility Policy will be reviewed **annually** or sooner where there are significant changes to legislation, guidance or school circumstances.

The separate Accessibility Plan operates over a three-year period but is monitored and reviewed annually.

Monitoring may include:

- Feedback from pupils and parents/carers.
- SEND monitoring.
- Accessibility audits.
- Review of reasonable adjustments.
- Staff feedback.
- Site inspections.
- Evaluation of curriculum access.
- Review of incidents or barriers.
- Consideration of the needs of prospective pupils.

Accessibility is an ongoing process rather than a one-off exercise.

Linked Policies and Documents

This policy should be read alongside:

- **Accessibility Plan 2025–2028**
- **SEND Policy 2026–2027**
- **SEND Information Report 2026–2027**
- **Inclusion Policy 2026–2027**

- Equality Policy
- Teaching and Learning Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Educational Visits procedures

This is cleaner than the existing list, which includes both “SEND Policy” and “Special Educational Needs Policy” as separate documents and repeats curriculum-related policies.

Conclusion

Ribbleton Avenue Methodist Junior School is committed to creating an environment in which barriers to access and participation are identified, reduced and removed.

We will continue to develop our curriculum, environment, communication and wider provision so that disabled pupils can:

- Access an ambitious curriculum.
- Participate fully in school life.
- Access appropriate facilities and opportunities.
- Receive information in an accessible way.
- Develop confidence and independence.
- Feel safe, respected, included and valued.

Our approach reflects our commitment to creating:

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