



John Ray Junior School

Accessibility Plan

Reviewed policy agreed by LSC on: July 2025
Reviewed policy shared with staff on: July 2025
Policy to be reviewed: July 2028

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the school's physical environment to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to pupils with disabilities.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination.

Our school principles and values

John Ray Junior School is a 4 form entry Junior school. John Ray Junior School is a fully accessible school, corridors are wide, and lifts ensures access to all levels. There are ramps to the main entrance, our reception area has two different levelled hatches to enable full accessibility for people in wheelchairs. There are two parts to our building, both have access to disabled toilets and there is one wet room.

We are committed to providing a fully 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.

The plan will be made available online on the school's website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions, such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010 to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Links with other policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Compass Teaching for Learning document
- Health & Safety policy
- Equalities policy
- SEND Policy
- Relationships and Behaviour Policy
- Anti-Bullying Policy

Monitoring arrangements

This policy will be agreed by the board of trustees.

The content of the action plan will be agreed upon and monitored by the local school committee. The plan will be reviewed every 3 years and may be reviewed and updated more frequently if necessary.

John Ray Junior School Accessibility Plan – 2025-2028

Improving the physical access at John Ray Junior School				
Aim	Current good practice	Actions to be taken	Person responsible	Timescale
Improve and maintain access to the physical environment	John Ray Juniors is a four-form entry school spread across three floors. Children with mobility differences are able to access the lower levels of the school independently and require support to access the higher levels. There is a lift which is accessible to support those children or adults who need to access the different levels of the school. Fire evacuation procedures in place for all upstairs classrooms. The school's main entrance is sloped to support those with a physical disability, in a wheelchair or walker to access the school office	Purchase a ramp for access to the stage for performances.	Premises Manager	By September 2027
		Maintain and update any stair markings to ensure steps are visible	Premises Manager	Ongoing
		Arrange for refurbishment of disabled toilet and annual service for the changing table and maintenance plan.	Premises Manager	By end of 2026
		Purchase additional adaptive furniture for children of differing heights so that it allows them to sit comfortably in the class.	SENCo	By end of September 2026

	and ground floor. We keep all areas of the school free from clutter and obstructions. Two accessible toilets are located on the ground floor of the school and one on the first floor of one side of the building. Larger analogue clock faces and digital clocks to support children with telling the time. A wet room is available for any child/staff member that requires it. The playground and equipment is regularly monitored and assessed. Planning of classrooms and spaces for accessibility for children who need quick access to outside space with outside doors. All staff and/or children with short or long term accessibility difficulties			
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	are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed. Educational visits and any activities in school such as: sports day, enrichment groups, visitors are made as accessible as possible. For Educational visits, an individual risk assessment outlining adjustments and staffing (if required) is drawn up and agreed with parents/carers.			
Improving the curriculum access at John Ray Junior School				
Aims	Current good practice	Actions to be taken	Person responsible	Timescale
Increase access to the curriculum for pupils with SEND	Our school offers a well structured curriculum that is designed to build on prior learning Teachers scaffold the curriculum to ensure children are able to access learning	Senior Leadership Team to continue to monitor through book looks, planning looks, observations and discussions with children, teachers and parents	Senior Leaderships Team	Ongoing

	Curriculum progress is tracked for all pupils.	Carefully designed homework for children with additional needs	Class teachers	Autumn 2026
	Quality first teaching is the best Interventions for all children. Where children have additional needs well planned interventions are pitched at the next step in learning to enable children with SEND to make good progress. Interventions are evaluated termly and targets are reviewed.	Training for new staff on assistive programs eg, Clicker	SENCo (Special Educational Needs Co-Ordinator) Class teachers	September 2026
	Adaptive training for educational technology for visually impaired pupils. Specialist staff support areas of the curriculum to ensure good progress is made. Each classroom uses a universal visual timetable. Termly pupil progress meetings allow teachers and Senior Leadership	Support from Multi-Schools council to deliver specific training on areas of need to children and staff.	SENCo (Special Educational Needs Co-Ordinator) and pastoral manager	Summer 2026

	Team to discuss provision for children who may need additional support Relationship and engagement with Multi-Schools Council and local events. Regular support from outside agencies, including, Educational Psychologist, play therapy Speech and Language therapy. Teaching and support staff undertake regular training on supporting children with SEND and personalising learning. Communicate has been commissioned to support children with speech and language difficulties.			
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Children with EHC plan's access after school clubs with additional support where possible	Review all out-of-school provision to ensure compliance with legislation. Provide additional adult support to children who	Senior Leadership Team Local business manager	Autumn 2026

		require it for after school clubs.		
Improving the delivery of communication				
Aim	Current good practice	Actions to be taken	Person Responsible	Timescales
To improve the standard and range of communication systems that the school uses to engage with parents and other stakeholders	The school currently uses a range of ways to communicate with parents such as face to face meetings, newsletters, email, text, social media. All communication is sent through the app and it is also available on the school website.	Using technology to translate communication for parents who are not fluent in the English language.	Office Lead	Autumn 2022
		Ensure that Bromcom messages can be translated into home language.	Business Manager	Autumn 2026
	Leaders' are visible and available to answer questions and talk to parents at the beginning and end of the school day.	Quality assure all written communication.	Headteacher	Autumn 2026
	Class teachers are visible and available at the end of the day. Support for parents with using the school app system and pastoral manager check ins with			

	parents who require support for funding applications or school applications. Class teacher and assistant headteacher email addresses are accessible for parents and carers to contact.			
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