



Ryhope Junior School Accessibility Plan 2025-28

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

At Ryhope Junior School our children are provided with high quality learning opportunities so that each child attains and achieves their full potential. Our values reflect our commitment to a school where there are high expectations of everyone. We work hard to ensure that every member of our school community is valued. We are committed to providing a safe environment where children's confidence and self-esteem thrive.

The plan will be made available online on the school 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.

The school supports any available partnerships to develop and implement the plan.

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

This plan is compliant with current legislation and the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting of progress of the plan over the prescribed period.

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 a pupil because of sex, race, disability, religion or belief and sexual orientation'.

According to the Equality Act 2010 a person has a disability if:

- (1) He or she has a physical or mental impairment, and
- (2) The impairment has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Ryhope Junior School is committed to providing an environment that enables full curriculum access that values and includes all children, staff and visitors, regardless of their sensory, social, physical, cultural and emotional needs. We take positive action in developing a culture of inclusion, support and awareness of the Equality Act 2010 within our school.

At Ryhope Junior School we recognise and value the knowledge of parents and carers regarding their child's disability and/or needs and respect a family's right to confidentiality.

The school Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within given timeframes, anticipating the need to make reasonable adjustments to accommodate needs where possible.

It is a requirement that the schools' Accessibility Plan is resources, implemented and revised as necessary and reported on an annual basis. The priorities within the plan were identified by:

- The Governing Body
- Headteacher
- SENDCo
- Senior Leadership Team
- School Business Manager
- Site Supervisor

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

Reviewed September 2025

Ryhope Junior School Accessibility Plan 2025-28

Priority	Person Responsible	Action Required	Resources	Date to complete actions by	Success Criteria
Continue to update information on pupils who have a SEND need or disability	SENDCo	Ensure yearly new pupil intake includes review of disability needs	Staff Meeting Time	Annually As appropriate upon a pupil's arrival	The school has a register of its pupils with disabilities along with their particular disability
Increase access to curriculum for pupils with a disability	Headteacher SENDCo	Continue to enhance the school's environment for pupils with SEND needs Ongoing audit of additional needs and resources in school – resources purchased and fit for purpose Increase access to IT equipment across school through improved use of iPads/accessible technology Continue to engage with parents. E.G. ASD parent workshop sessions to share knowledge and increase communication with parents	School Budget		All staff to be aware of the four main areas of need within the Code of Practice and use appropriate strategies to engage pupils and ensure positive outcomes for them Increased awareness of ASD and associated behaviours amongst staff. These pupils thrive Increased communication and knowledge sharing amongst staff and parents
Ensure information collecting regarding pupils who have a disability is appropriately shared	SENDCo	Continuously update the school's medical register		Each September intake and with new arrivals throughout	All staff have up to date information on pupils with disabilities

				the year	
Identify training needs	Headteacher SENDCo	Arrange any specific training required (e.g. Diabetes/epilepsy). Review these CPD needs, as appropriate.	Support from Health and Children's Services	Autumn Term each academic year	Staff at school are trained on different disabilities and how to support differing medical needs and disabilities (e.g. epi-pen and visual impairment etc.)
Improve office facilities for visitors who have a hearing impairment	School Business Manager	Seek support and guidance from the Local Authority regarding the installation of a hearing loop at the school's main entrance	Funding Advice from the Local Authority	Autumn Term 2025	Visitors to the school, who may have a hearing impairment, are made more welcome to the school by introducing a hearing loop.
Improve the delivery of information to pupils/ parents and carers	Headteacher Deputy Headteacher	Consult with parents, pupils and visitors about the school's provision for people who have a disability. (Use questionnaires, newsletters and meetings etc.) Seek views of parents as to their preferred means of communication Enlarged print used if appropriate Letters and information to be provided in different formats where a need is identified Additional support for parent in completing any documentation	Meetings Newsletters Questionnaires Poverty Proofing Project and Outcomes Face to Face meetings Induction for parents and Pupils SEND Reviews Questionnaires	Ongoing	Stakeholders are consulted and the necessary actions taken to improve communication Parent/Carer notice board is updated and accessible to all Parents/carers receive information in their preferred format and style – emails/Teachers2Parents and Parent Pay is well established.
To encourage participation by people with disabilities in school life	School Business Manager	Amend school invitations to school events to include requests for special arrangements Parking arrangements are appropriate for people who require special arrangements	School Office Resources	Completed at the start of each academic year.	Invitations sent out and responses received The school boasts different accessible play equipment (e.g. sensory equipment or wheelchair friendly play equipment).
Monitor pupil achievement by	SENDCo	Monitor attainment and achievements of SEND pupils	SENDCo Data Analysis	Termly	Any under achievement identified and addressed

disability					through PPRM alongside teachers/support staff
Portray disability positively in books, displays and school events	All staff	Planned assemblies on disability and equality Ensure displays feature people with disabilities; Plan disability issues into PSHE	Planning time	Ongoing	Children talk in positive and knowledgeable terms about disability
Toilets	Site Supervisor	Disabled access toilet available with hoist and wet room	Annual Maintenance	Ongoing	All visitors to school have access to disabled toilet and hygiene room if needed
Reception Area and Main entrance	Site Supervisor Headteacher	Area continues to be spacious and accessible to wheelchair users	Annual Maintenance		Space remains accessible
Emergency Escape Routes	Headteacher	Fire Evacuation Plan in place Weekly testing of fire alarm system and maintenance via SLA with LA Clearly labelled exit routes throughout the school Fire Assembly Points outlines as part of Evacuation Plan PEEP in place – where needed and all staff are aware of this.	Termly H and S updates for all staff	Termly Throughout each academic year.	All visitors to school with a disability are supported via effective evacuation procedures Clearly defined refuge place for anyone unable to leave the building independently
Internal Signage	Site Supervisor	Fire Exit signs throughout the school Evacuation procedures in each class Information boards displayed at regular points throughout the school building	Termly Checks to ensure signs and exit routes are correct Staff Induction time to ensure all new staff are aware of procedures	Termly Throughout each academic year.	Health and Safety Audits / Fire Risk Assessments show minimal/no actions – 99.6% compliance in recent LA Health and Safety Audit – 2025 – next review Feb 2028.
Corridor Access	Site Supervisor	Maintain electronic push door pad, at correct height, for corridor access into main school	Annual Maintenance	Ongoing	All visitors to school have increased access via automatic double doors, minimising difficulties for anyone with a

		All corridors remain spacious and free of furniture			disability
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