



Accessibility Plan

Date	September 2026
Written By	Operations Manager
Approved By	Full Governing Body
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Review Date	September 2027

This policy applies to all stakeholders within Ridgeway School

Introduction and 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 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. As a special school, all of our pupils have an EHCP that reflects their special educational needs and/or disabilities. Our Mission Statement together with our aims encompasses all that we do.

All of our school staff are committed to supporting inclusion and equity of access to all areas of the school and its curriculum.

The plan will be made available online on the school website.

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, including working alongside Bedford Borough Council.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and governors.

The purpose of this policy

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Actions required	2026-2027	Action Status
Increase access to the curriculum for pupils with a disability				
The school offers a highly differentiated curriculum that meets the broad variety of every pupil's needs.	School-wide curriculum based on the principle of integrated provision covering the following: ● Enabling environments ● Preparing for adulthood ● Health & wellbeing	Ongoing consolidation and reinforcement of the curriculum with necessary assessment and monitoring	Ongoing consolidation and reinforcement of the curriculum with necessary assessment and monitoring	Ongoing

	• EHCP provision Offering both a targeted and universal curriculum			
	Adaptions, qualifications and accreditation for all learners Preparing for adulthood outcomes (KS4/5): • Employment • Community inclusion • Independent living • Health School-wide PBS and SCERTS approach			
Pupils have access to specialist resources to support their access to the curriculum and meet requirements of their EHCPs				

Aim	Current good practice	Actions required	2026-27 actions	Action status
	Inclusive PE equipment • Trikes & wheelchair accessible bikes • Specialist activities and equipment for different levels of physical ability 3 wheelchair accessible minibuses (tail-lifts) Classrooms are arranged to allow space for moving around, including those in wheelchairs Chairs and other specialist equipment provided through the Medequip agreement (although new items need to be purchased if these are not in stock) Height adjustable desks for wheelchair users Food Technology Room fully equipped for wheelchair users Acheeva beds for pupils who need to be in a lying position but still able to be involved in activities.	Well equipped and accessible rooms for intensive interactions – Sensory and regulation rooms Well-equipped food technology rooms on the school site that can be accessed by all pupils Facilities for rebound therapy		

	Involvement of specialist teams			
Aim	Current good practice	Actions required	2026-27 actions	Action status
	team, hearing impairment team, physios, OTs Ceiling hoists installed in all new classrooms, sensory rooms and changing room. Specialist equipment storage areas for KS2. This is now a requirement for all new buildings	Arrange specialist equipment for any September new starters (standers, chairs, Acheeva beds, walkers etc.) as advised by OTs or physiotherapists Arrange specialist equipment for current pupils so that their needs are met throughout their time at Ridgeway e.g. replacing equipment that no longer fits, as advised by OTs or physiotherapists	Seeking funding for and buying/ordering necessary equipment for September starters Seeking funding for and buying/ordering necessary equipment for existing pupils who require new or replacement items	In progress In progress

Pupils have access to health, hygiene and welfare facilities that enable them to remain in school	Nurses on site or contactable at any time to provide advice or guidance for pupils with medical conditions. Hoists in changing rooms ● Ceiling hoists in all changing rooms ● Mobile hoists available for other areas Physio equipment ● Contract with Medequip for supply of equipment ● Physiotherapists regularly on site ● MOVE accreditation/quality mark	Pupils who require hydrotherapy have daily access to a hydro-pool Ensure new buildings incorporate appropriate changing facilities with hoists Sinks in changing rooms or accessible toilets need to have space for wheelchair users.		In progress Not started
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Roles and Responsibilities

This document will be formally reviewed annually but will be updated during the year with new actions and progress updates.

Legal Framework & Statutory 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.

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

- Health and safety policies
- Ridgeway's curriculum
- Equality information and objectives (public sector equality duty) statement for publication
- School Improvement & Development Plan
- Special educational needs (SEN) Information Report ● Supporting Pupils with Medical Conditions Policy