



Accessibility Plan

Date	July 2023
Approved by	Bernie Crease Chair of Governors
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1. 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 pupil

Ridgeway 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.

Our Mission Statement together with our aims encompasses all that we do.

Mission Statement:

We provide a caring, nurturing environment where everyone is valued and every achievement is celebrated. We offer an ambitious curriculum, enabling the individual to reach their full potential.

	To create an environment where safeguarding is of the utmost importance
	To meet all students physical, sensory, medical and therapeutic needs in collaboration with other professionals
	To enable pupils to acquire the knowledge, skills and confidence to live as independently as possible
	To create an exciting, challenging and stimulating pupil-led learning environment for their future success
	To embrace, value and celebrate diversity, fostering a culture of respect for others
	To develop positive partnerships between all stakeholders and the local community
	To empower pupils to make independent choices by developing their skills and knowledge

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.

Ridgeway 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, the complaints procedure sets out the process for raising these concerns.

2. 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current good practice	Intent/Objectives	Actions to be taken	Person responsible	Date completed/ reviewed or reported	Success Criteria
To increase access to the curriculum for all pupils.	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils.	To continue to develop our pre-formal, semi-formal and formal curriculum model to ensure pupils continue to make excellent progress towards challenging objectives in all subjects and areas of learning.	Update the curriculum planning, policies and procedures to ensure curriculum is accessible to all learners.	Senior Leadership team and subject leaders.	July 2023 review and termly reviews	The curriculum is individualised to the needs of all pupils as demonstrated through Evidence for Learning.
	Ensure that all teaching and learning is individualised and considers the personal needs and preferences of all pupils through assessment	Design and implement a system of assessment/monitoring progress including the use of Evidence Learning and B Squared.	Ensure the effectiveness of the curriculum models through monitoring and the development of linked assessment.	Senior Leadership team/Assessment Lead/Subject Leads	Termly review	Individualised learning is assessed through the monitoring and evaluation cycle. The assessment system considers the diverse needs of learners.
	Relevant, meaningful and motivating learning experiences and opportunities to be provided for all pupils within the broad and balanced curriculum.	The curriculum considers the diverse needs of all pupils (including RSE)	Meetings and discussion at SLT meetings and teachers' meetings to plan an appropriate full system of	Lead/Subject Leads	July 2023 for final review	The curriculum and learning is individualised to the needs of all learners.

			assessment			
	Work in partnership with all therapists and stakeholders to meet individual need as identified on pupil EHC plans.		Regular reviews held by therapists and actions to be fed back to staff.	All stakeholders and therapists	Ongoing termly	EHCPs inform pupil outcomes and assessed through Evidence for Learning.
	Promote pupils' wellbeing and self-esteem together with a respect and understanding of others, their cultures and beliefs.		Ongoing review of the curriculum	Senior Leaders and Subject Leads/Teachers	Periodic review	The curriculum and learning is individualised to the needs of all learners.
	Continue to provide a safe, healthy environment, which is conducive to learning and teaching.	Ensure the school environment continues to facilitate and meet the needs of all learners.	Ongoing health and safety/safeguarding monitoring walks around the school site to identify actions.	Senior Leaders/Governors	Each half term	All actions reported to Full Governing Body.
To maintain and improve access to the physical environment.	Ridgeway School has an environment where adaptations meet the needs of the pupils all of whom have a disability, some using specialist wheelchairs and equipment. This includes: <ul style="list-style-type: none"> Tracking systems Hoists Wide corridors and doors 	Adaptations are already in place but are monitored on a regular basis with servicing contracts for all appropriate equipment on a 'rolling programme'.	Ongoing monitoring and liaising with contractors for additional work or servicing that may be required.	JW/SB	Termly review	The environment meets the needs of all pupils and adaptations are monitored termly

	<ul style="list-style-type: none"> • Specialist tracking in the hydrotherapy pool • Disabled changing facilities and toilets • Wheelchair accessible play equipment. • All buildings are wheelchair accessible. • Automatic doors to allow independent mobility for wheelchair users. 					
Improve the delivery of information to pupils.	<p>Ridgeway School uses a range of communication methods across the school to ensure accessibility:</p> <ul style="list-style-type: none"> • Internal signage • Large print or different coloured resources • Braille • Hearing loop in the main school hall • Objects of reference/ 	<p>To improve the environment for those with hearing and visual impairments.</p> <p>To ensure that Additional and Augmentative communication (AAC) is provided and maintained as required.</p> <p>All staff are aware of the communication needs of their pupils.</p>	<p>To work with HI and VI services.</p> <p>To liaise with therapists to support AAC.</p> <p>To ensure an adequate budget is in place for AAC provision.</p>	<p>Class staff</p> <p>SLT</p> <p>Communication team</p>	<p>Ongoing and subject to regular reviews</p>	<p>Staff demonstrate a good understanding of methods of communication with multi-sensory impairments and can utilize this knowledge in their daily practice for the benefit of all pupils. Monitored through learning walks and</p>

	<ul style="list-style-type: none"> • photographs/symbols • Singalong signing • AAC communication devices • On body signing • Interactive whiteboard/touchboard in each class 					lesson observations
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4. Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to be completed
Corridor Access	All corridors are wide and fully accessible. There is storage for wheelchairs and standing frames etc.	Ensure corridors are not cluttered or obstructed.	All staff	Daily
Entrance	Automatic front doors, enclosed lobby	Maintenance of door and fob system.	Headteacher Site agent	Daily
Reception area	Accessible to wheelchair users. Disabled toilet facility located adjacent to the area.	Maintain area. Ensure does not become cluttered by equipment or deliveries.	All staff	Daily
Classrooms	All classrooms are accessible and spacious. All have hoists, adjustable desks and appropriate facilities according to the group of pupils being taught.	Maintain area. Ensure does not become cluttered by equipment	All staff Site agent	Daily
Medical areas	All classrooms have a sink, locked medicine	Maintain area. Ensure does not become cluttered by	Class staff	Daily

	cabinet, fridge and medicine preparation area.	equipment and that fridge and medicine cupboard are locked.		
Hoists	All classrooms and bathrooms have hoists.	Ensure regular service takes place	Headteacher Office staff	Daily
Toilets	All bathroom areas have disabled access and toileting equipment and alarms.	Maintain bathroom areas. Regularly check alarms and equipment.	Class staff Site agent	Daily
Internal signage	Clear signage in place. Symbols and braille signage in place.	None required.	Headteacher	Daily
Emergency escape routes	Fire evacuation plan in place. All classes have Personal Emergency Evacuation plans in place.	Ensure weekly testing of system and maintenance of fire prevention equipment.	Site agent Headteacher	Daily
Disabled parking bays	Disabled parking bays marked out in close proximity to the front door.	Ensure parking bays are repainted as required.	Site agent Headteacher	Daily

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by senior staff members.

It will be approved by the governing board.

5. 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
- Supporting pupils with medical conditions policy