



RIDGEWOOD
SCHOOL

Accessibility Policy

Policy: Accessibility	Effective Date: September 2023
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1. Introduction

The Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (1995). The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief or sexual orientation”.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body.

2. Purpose

This Plan shows how Ridgewood School intends to ensure and improve the accessibility of our school for students, staff, parents/carers and visitors who may be disabled. This Plan is anticipatory – it requires thought to be given in advance to what adjustments might need to be made to prevent any disadvantage.

We aim to ensure that our school is a welcoming- place that understands and responds effectively to children and adults with disabilities, and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

3. Definition of Disability

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

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

4. Areas of planning responsibilities

- Increasing access for disabled students to the curriculum (this includes teaching and learning and the wider curriculum such as participation in extra-curricular activities, leisure and cultural activities or visits)
- Improving access to the physical environment of the school (this includes improvements to the physical environment and physical aids to access education)
- Improving the delivery of written information to disabled students, which is provided in writing for students who are not disabled.

5. Aims

At Ridgewood, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

We believe in providing an education which is 'accessible for all', regardless of disability.

- The Accessibility Plan is written to complement and support the school's Equality Policy.
- Ridgewood is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support, and awareness.
- Ridgewood's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Training

Ridgewood is part of Leger Education Trust. Whole school training will recognise the need to continue raising awareness for staff and governors on 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: e.g., through Doncaster LA, in addition to partnerships through Leger Education Trust.

7. Roles and responsibilities

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Governing Body.

The Accessibility Plan will be monitored through the Committee of the Governing Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

8. Linked documents

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

- Equality Policy (including our Equality Objectives)

- Health & Safety Policy
- SEND Policy
- Behaviour Policy

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

9. Monitoring and review

The SENDCo will report on the Plan to the Head Teacher as appropriate. The Head Teacher will report to the Committee of the Governing Body on any relevant aspects of the working of the Plan as appropriate.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a Committee of the Governing Body or the Head Teacher.

Appendix A – Accessibility Plan 2023 - 2026

Priority 1: To increase access for disabled students to the curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in extra-curricular clubs, leisure and cultural activities or visits.)				
Target	Actions to be taken:	Timescale:	Responsibility	Outcomes:
<ul style="list-style-type: none"> Ensure all necessary provision is in place for students with additional needs including medical needs. 	<ul style="list-style-type: none"> Annual Review of all EHCPs Annual Review of all medical information (completed by LET) 	<ul style="list-style-type: none"> Annually and updated as and when required 	<ul style="list-style-type: none"> SENDCo Medical lead 	<ul style="list-style-type: none"> All information updated and shared with staff (CPD) Any equipment, adaptations and provision required are planned for.
<ul style="list-style-type: none"> To increase staff (including support staff) subject knowledge on aspects of disability within the school community i.e. SLCN, ASD, ADHD, Dyspraxia, Dyslexia, Dyscalculia, HI, VI, Visual Stress. 	<ul style="list-style-type: none"> Audit staff knowledge/training Provide relevant CPD opportunities and or/ provide in-house workshops to develop knowledge and pedagogy Provide regular briefing updates with a SEND focus. 	<ul style="list-style-type: none"> Annually On-going On-going 	<ul style="list-style-type: none"> SENDCo/Lead practitioner/Trust SEND & Inclusion Manager Headteacher 	<ul style="list-style-type: none"> Improved staff confidence Effective differentiation and high-quality teaching for all students Increased student participation and progress
<ul style="list-style-type: none"> Ensure all educational visits are accessible for all children. 	<ul style="list-style-type: none"> Pre-site visits to be conducted by staff where appropriate/contact the venue/location Risk assessments completed in detail and shared with all relevant stakeholders 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Class Teachers Visit Leaders Education Visit Coordinator 	<ul style="list-style-type: none"> All children to have the opportunity to attend every educational visit of their choice
<ul style="list-style-type: none"> Ensure PE Curriculum is accessible to all. 	<ul style="list-style-type: none"> Audit PE resources to assess accessibility Continue to develop links with disabled sports people to promote 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> PE leader 	<ul style="list-style-type: none"> All children to take part in PE

	equality and inclusion within the school.			
<ul style="list-style-type: none"> Improve access to the curriculum 	<ul style="list-style-type: none"> All teachers to be clear on the needs within their classroom. Ensure all classrooms use a range of visual resources. Ensure all classrooms have access to ICT to support learning. 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Class Teachers SLT 	<ul style="list-style-type: none"> Children understand which resources are available to them and use them appropriately. High quality resources are used to enhance quality first teaching
<ul style="list-style-type: none"> Ensure identified students have their needs met through statutory testing. 	<ul style="list-style-type: none"> Children will be identified through observations and assessed in accordance with regular classroom practice, and additional time, use of equipment, supervised rest breaks, environment suitability, special access arrangements will be applied for as necessary. 	<ul style="list-style-type: none"> Annually 	<ul style="list-style-type: none"> SLT Class Teachers SENDCo 	<ul style="list-style-type: none"> Barriers to success will be identified and reduced in line with statutory regulations and guidance, enabling children to participate and succeed with testing.

Priority 2: To improve access to the physical environment of the school (including physical aids to access education)				
Target	Actions to be taken:	Timescale:	Responsibility	Outcomes:
<ul style="list-style-type: none"> ALL students can access all areas of the site 	<ul style="list-style-type: none"> Audit of accessibility of grounds 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Premises Manager 	<ul style="list-style-type: none"> Students have access to all areas necessary.
<ul style="list-style-type: none"> Supporting student's physical needs. 	<ul style="list-style-type: none"> Annual Review of all PEEPs Ensure relevant staff training is in place to support students with their personal care. Intimate Care plans are codeveloped and updated with medical staff and parents. 	<ul style="list-style-type: none"> Annually and updated as and when 	<ul style="list-style-type: none"> SENDCo Class Teachers Premises Manager 	<ul style="list-style-type: none"> All Key Staff are identified and knowledgeable regarding Pupil Emergency Evacuation Plans. All PEEPS updated and accessible Manual Handling training

	<ul style="list-style-type: none"> • Ensure the toilets/ changing room facilities are fit for purpose for disabled students and visitors. • Focus on the layout of the classroom environment to ensure accessibility for children with physical needs. 			completed for supporting students with physical needs.
<ul style="list-style-type: none"> • To ensure classrooms have any necessary resources for visually impaired children. 	<ul style="list-style-type: none"> • Consultation with visual impairment team • Relevant resources to be provided in specific classrooms such as magnifier, alternative lighting, writing slope etc 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • SENDCo • Class Teachers 	<ul style="list-style-type: none"> • Visually impaired students can access learning within the classroom.
<ul style="list-style-type: none"> • To ensure classrooms have any necessary resources for hearing impaired children. 	<ul style="list-style-type: none"> • Consultation with hearing impairment team • Relevant resources to be provided in specific classrooms such as visual support, modelling, scaffolding etc • Work with parents to ensure that hearing aids are worn and working. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • SENDCo • Class Teachers 	<ul style="list-style-type: none"> • Hearing impaired students can access the learning in classrooms.
<ul style="list-style-type: none"> • Improve signage and external access for visually impaired children. 	<ul style="list-style-type: none"> • Outline steps with mustard paint. • Ensure all entrances and exits have clear signage. 	<ul style="list-style-type: none"> • Ongoing • Annually 	<ul style="list-style-type: none"> • Premises Manager 	<ul style="list-style-type: none"> • All steps marked to improve access on site
<ul style="list-style-type: none"> • Supporting student's emotional and mental health needs. 	<ul style="list-style-type: none"> • Continue to have the Validus Wellbeing Centre as a high priority service with a safeguarding team and youth counsellors. • For keyworkers to meet and greet students with anxiety or attachment difficulties. • To offer appropriate locations for students to take a short timeout. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Inclusion team • SENDCo • Class Teacher 	<ul style="list-style-type: none"> • Validus Wellbeing Centre and nurse drop in service used frequently by all students • All students are welcomed and supported coming into school

Priority 3: To improve the delivery of written information to disabled students, which is provided in writing for students who are not disabled.				
Target	Actions to be taken:	Timescale:	Responsibility	Outcomes:
<ul style="list-style-type: none"> • Make available brochures, newsletters and other information for parents/carers in alternative formats and fonts if requested. 	<ul style="list-style-type: none"> • Review all current school publications and promote the availability in different formats and fonts for those who require it. • Ensure all documents is produced in an accessible format (where needed) and electronic documentation is produced using accessibility checker to ensure compatibility with accessibility software (e.g., immersive reader, screen readers, language modifier) 	<ul style="list-style-type: none"> • Ongoing • Ongoing 	<ul style="list-style-type: none"> • ICT Support • SLT Links/leader producing policies and information sent out to parent/carers 	<ul style="list-style-type: none"> • Information shared is accessed by all families • Parents receive relevant information in a timely manner • Information is readily available on the website at all times in a format that can used with immersive reader for accessible fonts and read aloud.
<ul style="list-style-type: none"> • Make information available using visuals and child friendly font and text where required. 	<ul style="list-style-type: none"> • Following recommendations from external professional support such as SaLT, Health and SpED team, utilise programs to create information in an accessible format. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • SENDCo/Pastoral Team/Class teacher 	<ul style="list-style-type: none"> • Information is shared with students in an appropriate format.
<ul style="list-style-type: none"> • Availability of a BSL interpreter if required. • Availability of an EAL interpreter if required. 	<ul style="list-style-type: none"> • The school will use a BSL Interpreter service or EAL interpreter service to ensure full Parental participation in the school life (from meetings to open evenings/parent evenings). 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • SENDCo/Inclusion Team/Class teacher 	<ul style="list-style-type: none"> • All families have greater access to information and can participate in meetings and discussions about their child and participate in open/parent evenings.