



RIDGEWOOD
SCHOOL

Accessibility Report

Revision Number : 1.0	
Approved by: Head Teacher	Date Approved: November 2023
Last Reviewed: November 2023	Next Review due by November 2024

Ridgewood Accessibility Plan

Legal Background

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.

Purpose of Plan

This Plan shows how Ridgewood School intends to ensure and improve the accessibility of our academy 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.

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.

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 academy (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.

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 academy'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.

Training

Ridgewood is part of Leger Trust. Whole academy training will recognize 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 academy supports any available partnerships to develop and implement the plan: e.g., through Doncaster LA, in addition to partnerships through Leger Education Trust.

Documents and Policies

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

- Equality Policy (including our Equality Objectives)
- Staff Development Policy
- Health & Safety Policy
- SEND Policy
- Behaviour Policy

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

Roles and Responsibilities

The Accessibility Plan for physical accessibility relates to the Access Audit of the Academy, 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.

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.