



Ridgeway Farm CE Academy

Accessibility Plan



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1. Introduction

The Diocese of Bristol Academies Trust (DBAT) is a multi-academy trust with a faith designation and a Christian religious ethos that is both distinctive and inclusive. Distinctive in the sense that all decisions about the nature and purpose of the Academy are taken through the lens of Christian values, inclusive in the sense that all students and staff are equally valued for their uniqueness in the eyes of God and their belonging to the school community.

2. Ethos statement

Vision

The Diocese of Bristol Academies Trust (DBAT) shares the Church of England’s Vision for Education 2016, “Deeply Christian, Serving the Common Good”, which includes four basic elements wisdom, hope, community and dignity. We aim to deliver values-led education with the very best outcomes for children and young people.

Purpose

To provide high quality education enabling young people to flourish and grow: spiritually, in love and in understanding.

3. Scope/ aims

We are committed to promoting equity and access for all disabled service users. This involves tackling the barriers which could lead to unequal outcomes for identified groups of pupils, staff, parents/carers, Trustees, Academy Council members and visitors in school, ensuring that there is equity of access and celebrating and valuing the legacy and strengths within the school.

We believe that equity at our school should filter through all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. In our Trust at in all our schools,

equity is a key principle for treating people with dignity and respect irrespective of their disability (or any other recognised protected characteristic under the Equality Act 2010 or subsequent reviews). This would include the impact of child poverty.

This accessibility plan should be read alongside the Trust's Accessibility Policy. The accessibility plan will be reviewed at least every 3 years.

4. Writing the Accessibility Plan

Using the self-assessment in Appendix A, we will:

- Identify key changes that can be made quickly and easily, and then take immediate action.
- Identify other changes that require greater planning, time and/or resources.
- Record these actions in a development plan with clear and specific actions, time frames and responsibilities.
- Agree with staff and Academy Council members when progress will next be reviewed, e.g. 6 months.
- Share our plan with those accessing our school.

5. Our Accessibility Plan

Intent	Implementation	Staff/Directorate	Cost	Impact Evaluation
Staff, parents and disabled young people contribute to reviewing and updating inclusion policies	Pupil, staff and parent voice before policy update. School council asked for input.	KM DS	£120 Teacher time for preparation, delivery and analysis of surveys.	Policy reviewed with staff, pupils and parents having the opportunity to contribute.
All doors can be opened independently by wheelchair users	Site management to assess how access can be improved for wheelchair users.	CB LG	TBC	All doors can be opened independently by wheelchair users
Disabled young people and parents are involved in all aspects of the design, assessments and evaluation of practice, delivery and policy Feedback is sought via a wide range of creative and inclusive consultation and is published in all appropriate methods	Children to be involved in any redesign of the outdoor environment as part of the OPAL project. Pupil voice – before and after Parent voice – before and after Design competition	OPAL project team	£120 Teacher time for preparation and delivery of surveys. £60 Teacher time to allow design opportunities	Outdoor learning environment is developed with pupils and parents having the opportunity to contribute.
All staff are regularly trained in disability awareness, and certificates are kept up to date	Regularly revisited online training course	SLT	TBC	All staff are regularly trained in disability awareness, and certificates are kept up to date
Evidence of signing environment	All staff to be trained in simple signing. These to be used throughout the school, e.g. during worships, singing and lunchtime prayer.	SLT All staff	TBC £20 resources for signs	There is evidence of signing being regularly taught, used and actively used around the school environment.

	Signs to show frequently used signs displayed in communal areas. BSL club to share what they have been learning in worship.	BS BS	£0	
All staff have received ASD awareness training	Training provided for those who would like a deeper understanding or those that work with ASD children.	KM SSENS team	£30 SENCO time Training TBC	All staff have received ASD awareness training.

History of most recent policy changes and review period

Date	Page	Change(s) made	Origin of Change (e.g. TU request, change in legislation)
November 2022	Whole document	New template	Refresh of policy and practice

Policy Owner	Academy Council
Date Adopted	
Latest Review Date	
Next Review Date	3 years
Level	Level 2
<i>DBAT Policy levels:</i>	
LEVEL 1	DBAT policy for adoption (no changes can be made by the Academy Council; the Academy Council must adopt the policy)
LEVEL 2	DBAT policy for adoption and local approval, with areas for the Academy to update regarding local practice (the main body of the policy cannot be changed)
LEVEL 3	DBAT model policy that the Academy can adopt if it wishes
LEVEL 4	Local policy to be approved by the Academy Council