



# Ridgeway Farm CE Academy

## *Accessibility Plan*

*This plan sets out how the school will improve access to the curriculum, physical environment and information for pupils with disabilities in accordance with the Equality Act 2010.*

<b>Approved by</b>	Governing Board
<b>Policy owner</b>	Headteacher
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### 1. Introduction

Ridgeway Farm CE Academy is committed to ensuring that disabled pupils, staff, parents, carers and visitors can participate fully in school life. This accessibility plan provides a clear framework for identifying barriers to access and for taking reasonable steps to reduce or remove those barriers over time.

This document replaces previous versions that referred to historic trust structures and has been rewritten as a school-level statutory plan. It should be read as the current statement of the school's approach until the next full policy review cycle.

### 2. School ethos and commitment to inclusion

As a Church of England school, Ridgeway Farm CE Academy values every person as an individual of worth and dignity. We are committed to creating a caring, inclusive and aspirational environment in which all members of the school community are welcomed, respected and supported to flourish.

In practical terms, this means promoting equality of opportunity, anticipating barriers where possible, listening to the views of pupils and families, and making reasonable adjustments so that disabled pupils can access education and wider school life as fully as possible.

### 3. Aims and scope

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 pupils with disabilities can participate in the curriculum;
- improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to pupils with disabilities.

This plan applies to the whole school community. It covers pupils, prospective pupils, parents, carers, staff, governors and visitors, and informs decision-making about curriculum delivery, premises, communication and wider participation in school life.

The school will make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage when compared with pupils who are not disabled. Accessibility is the responsibility of all staff and is supported through leadership, training, consultation and ongoing review.

## **4. Legislation and guidance**

This document meets the requirements of Schedule 10 of the Equality Act 2010 and is informed by Department for Education guidance on the Equality Act 2010 for schools.

The Equality Act 2010 defines a person as disabled 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.

Under the Special Educational Needs and Disability (SEND) Code of Practice, “long-term” is generally taken to mean 12 months or more and “substantial” means more than minor or trivial. The definition may include sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The school has a duty to make reasonable adjustments for disabled pupils. This may include adjustments to teaching approaches, curriculum materials, communication methods, timetabling, use of auxiliary aids, and the physical environment.

This plan also sits alongside the school’s duties under the Public Sector Equality Duty to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## **5. Principles underpinning this plan**

- Accessibility is an ongoing process rather than a one-off task.
- The views of pupils, parents and staff help to shape priorities.
- Reasonable adjustments should be anticipatory where possible and responsive where needed.
- Staff training is an important part of building an inclusive culture.
- Accessibility planning should support participation in learning, social development, worship, enrichment and wider school life.
- The school will balance ambition with practical planning, cost, safety and building constraints, while keeping pupils’ needs at the centre of decision-making.

## **6. How the plan is developed, implemented and reviewed**

The school uses a combination of self-evaluation, site review, stakeholder feedback and professional advice to identify barriers and priorities. This includes the views of pupils, parents, staff, governors and relevant external professionals where appropriate.

Actions that can be addressed quickly are implemented as soon as practicable. Longer-term improvements are recorded within the action plan, with named responsibility, timescales and success criteria. Progress is reviewed through leadership monitoring and governor oversight.

The plan is published on the school website and can be made available in other formats on request. Paper copies are available from the school office.

## 7. Accessibility action plan

The tables below set out the school's current position and priority actions. They are intended to be practical and proportionate, while remaining rooted in statutory duties.

### 7.1 Increasing access to the curriculum

Current position / good practice	Objective	Actions to be taken	Responsibility	Timescale	Success criteria
The school offers a differentiated curriculum and staff adapt teaching to meet identified needs. Pupil, staff and parent voice is used to inform school development.	Ensure pupils with disabilities can access the curriculum fully and that inclusion policies reflect stakeholder views.	Seek pupil, parent and staff feedback before updating relevant inclusion policies; review classroom practice and resources; continue to adapt provision and deploy support where needed.	Headteacher / SLT / SENCo	Ongoing, with formal review annually	Policies are informed by stakeholder voice. Pupils with disabilities access learning, participate fully and make appropriate progress.
Staff receive SEND-related professional development, and bespoke support is arranged where particular needs are identified.	Strengthen staff knowledge of inclusive practice, including autism awareness, disability awareness and communication needs.	Provide refresher training and targeted CPD; retain records of training; use specialist advice where required.	SENCo / SLT	Ongoing	Staff confidence increases and classroom practice reflects training.
The school has developed signing and other visual communication approaches in response to pupils' needs.	Improve communication access within teaching, worship and daily routines.	Continue to use visual supports, simple signing and accessible classroom communication strategies; share good practice across the school.	SLT / class teachers	Ongoing	Communication approaches are used consistently and support pupils' understanding and participation.

### 7.2 Improving and maintaining access to the physical environment

Current position / good practice	Objective	Actions to be taken	Responsibility	Timescale	Success criteria
The site is reviewed to identify barriers to movement and access. Accessible facilities are available and considered as part of premises planning.	Maintain and improve access for wheelchair users and others with mobility needs.	Undertake periodic site reviews; prioritise adjustments to doors, routes and access points where needed; consider accessibility within premises works and procurement.	Site manager / Headteacher	Ongoing	Pupils, staff and visitors can access key areas of the school safely and with dignity.
Outdoor learning and play spaces are developed over time as part of wider site improvement.	Ensure outdoor areas are inclusive and can be used by disabled pupils.	Consider accessibility in the design and review of outdoor areas; involve pupils where appropriate when changes are planned.	SLT / site manager	As projects arise	Outdoor spaces are planned and adapted with inclusion in mind.

### 7.3 Improving the availability of accessible information

Current position / good practice	Objective	Actions to be taken	Responsibility	Timescale	Success criteria
The school already uses visual prompts, adapted resources and a range of communication methods to support pupils.	Ensure information is available in formats that pupils and families can understand.	Provide information in alternative formats where appropriate, for example enlarged print, simplified language, visual supports or other accessible formats on request.	SENCo / office team / teachers	Ongoing	Pupils and families can access key information without avoidable barriers.
Internal communication systems are adapted when specific needs are identified.	Improve the consistency of accessible communication across school life.	Review signage, newsletters, letters and key school information as needed; make adjustments for individual pupils and families.	Headteacher / SENCo / admin team	Ongoing	Communication is clear, timely and appropriately adapted.

## 8. Monitoring arrangements

This accessibility plan will be reviewed at least every three years, but it may be reviewed and updated sooner where necessary, for example following changes to legislation, significant building works, or the identification of new barriers to access.

The Headteacher and Senior Leadership Team are responsible for implementing and monitoring the plan on an operational basis. The Governing Board is responsible for oversight and approval.

Progress against the action plan will be considered through school improvement monitoring, premises review, SEND leadership work and governor scrutiny.

## 9. Complaints

Concerns about accessibility should, in the first instance, be raised with the school so that issues can be understood and addressed promptly. Where concerns cannot be resolved informally, the school's complaints procedure should be followed.

This accessibility plan does not replace existing statutory rights. Parents and carers may also seek advice through the usual routes where disability discrimination concerns arise.

## 10. Links with other policies and documents

- SEND policy
- SEN information report
- Equality information and objectives
- Health and safety policy
- Supporting pupils with medical conditions policy
- Behaviour policy
- Safeguarding and child protection policy
- Complaints procedure
- Premises management / site risk assessment documentation where relevant

## Appendix A: Self-assessment prompts

### Curriculum access

- Are lessons routinely adapted so pupils with disabilities can participate and achieve?
- Do staff have access to current information, strategies and specialist advice?
- Are classroom resources, educational visits, clubs and enrichment opportunities planned inclusively?

### Physical environment

- Can pupils and visitors access entrances, teaching spaces, toilets and communal areas safely?
- Are routes, signage, furniture layout and evacuation procedures suitable for a range of needs?
- Are accessibility considerations embedded in premises projects and maintenance planning?

### Accessible information

- Can key information be provided in alternative formats when required?
- Are communication methods matched to pupils' and families' needs?
- Is the school responsive when barriers to communication are identified?

## Appendix B: History of changes and review record

Date	Section/page	Change made	Reason for change
March 2026	Whole document	Rewritten to remove historic trust references removed.	Policy renewal date