



Accessibility Plan

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Review Cycle	Annual
Review Date	July 2025

An academy within:



“Learning together, to be the best we can be”



1. Aims

- 1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:
 - Increase the extent to which disabled people 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 pupils.
- 1.2. At North Ridge Community School, we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

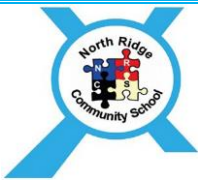
Vision

- 1.3. North Ridge Community School “preparing learners for the future by shaping learning through inspirational and personalised journeys, to be the best they can be.”

REACH Values:

- To Respect
 - To Enjoy
 - To Achieve
 - To be part of a community
 - To be Happy and Safe
- 1.4. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.
 - 1.5. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff and governors.

2. Legislation And Guidance



2.1. This plan 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. This 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.

2.2. 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 definitions include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

2.3. We are required to make “reasonable adjustments” for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.

2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Links With Other Policies

4.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils with Medical Needs Policy

Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>e.g. Differentiated curriculum Tailored resources Curriculum resources Progress tracking Appropriate targets Regular review of curriculum</p>	<p>Review the curriculum ensuring it is appropriate differentiated for those with SEND. Ensure resources are personalised for pupils to be able to access the appropriate curriculum. Ensure targets are personalised but aspirational for pupils.</p>	<p>Curriculum lead to review the curriculum on going. Subject leaders to ensure they have appropriate resources for their subject areas. Assessment lead to work with teachers on setting targets for learners.</p>	<p>JSA All subject leads JSA and teachers</p>	<p>On going July 2025 ongoing at pupil progress reviews</p>	<p>The curriculum is fit for purpose and pupils with SEND learn the knowledge and skills they need to live a fulfilled life. Pupils can access all areas of the curriculum with fun and simulating resources Pupils make progress in their learning and success is celebrated.</p>

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
<p>Improve and maintain access to the physical environment ensuring it is accessible to pupils</p>	<p>e.g. Ramps Lifts</p>	<p>Ensure the school is accessible for all pupils.</p>	<p>Review the school physical environment for accessibility</p>	<p>HT and OM</p>	<p>Autumn 2024</p>	<p>The school is fully accessible for its pupils.</p>
	<p>Corridor Width Disabled parking bays Disabled toilets and changing facilities</p>	<p>Ensure the equipment in school is fit for purpose</p>	<p>Review equipment that supports those with physical disabilities (hoists, changing beds)</p>	<p>SK</p>	<p>December 2024</p>	<p>Pupils with physical disabilities are able to access all areas of the school.</p>
	<p>Library shelves at wheelchair height</p>		<p>Ensure outdoor learning spaces are accessible for pupils</p>	<p>KS/DA</p>	<p>October 2024</p>	<p>All pupils access appropriate outdoor learning.</p>

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>e.g. Our school uses a range of communication methods to ensure that information is accessible. This includes:</p> <p>Internal signage large print / Braille Induction loop Pictorial or symbolic representations</p>	<p>Ensure those with Vi needs are getting information printed in appropriate size/Text</p> <p>Ensure that Makaton is used school wide.</p> <p>Ensure new staff are training Makaton</p> <p>Ensure a communication strategy is implemented across school.</p>	<p>Leaders to review VI list, and check that this is in EHCP and guidance happening in class</p> <p>Review all displays and print information in school to be Makaton friendly.</p> <p>Ensure CPD rota is made to be ongoing</p> <p>Strategy to be delivered to all staff. Pupils to be assessed regularly around their communication skills</p>	<p>Leaders</p> <p>CA/RA</p> <p>CA /RD</p> <p>CA/all teachers</p>	<p>Autumn</p> <p>Autumn – ongoing</p> <p>Autumn– ongoing</p> <p>Autumn and ongoing</p>	<p>Pupils' VI needs are being met ensuring</p> <p>Pupils can navigate the school through symbol support.</p> <p>Staff have the skills to ensure they can meet all pupils' communication needs.</p> <p>Staff understanding around communication and its importance and Pupils have the appropriate pathways to learn how to</p>

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