



Accessibility Plan

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Review Date	July 2027

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

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.

2.1. The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities. “Long-term” generally means lasting, or likely to last, 12 months or more, and “substantial” means more than minor or trivial. This can include sensory impairments and long-term medical conditions. The school recognises that not all disabled pupils have SEND and not all pupils with SEND are disabled under the Equality Act 2010. 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.

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

3. Action Plan

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

4. Digital Accessibility Commitment

4.1. As part of our ongoing efforts to ensure inclusivity, North Ridge Community School is committed to making all digital content accessible in accordance with the Web Content Accessibility Guidelines (WCAG) 2.2, Level AA standard. This includes our website, online learning platforms, and digital communications.

4.2. We aim to ensure that:

- All users, including those with visual, auditory, cognitive, or motor impairments, can access and navigate our digital resources independently.



- Content is presented in clear, readable formats with alternative text for images, accessible navigation, and compatibility with screen readers and assistive technologies.
 - Regular accessibility audits and user feedback inform updates and improvements to our digital platforms.
- 4.3. This commitment aligns with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. We will continue to monitor and improve digital accessibility to meet the evolving needs of our school community.
- 4.4. Non-digital information will also be made available, where appropriate, in alternative formats to ensure accessibility.

5. Links With Other Policies

5.1. 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
Increase access to the curriculum for pupils with a disability	Differentiated curriculum	Review the curriculum, ensuring it is appropriately differentiated for those with SEND.	Curriculum lead to review the curriculum on-going.	HT and Curriculum Lead	On going	The curriculum is fit for purpose and pupils with SEND learn the knowledge and skills they need to live a fulfilled life.
	Tailored resources					
	Curriculum resources					
	Progress tracking	Ensure resources are personalised for pupils to be able to access the appropriate curriculum.	Subject leaders to ensure they have appropriate resources for their subject areas.	All subject leads	July 2026	Pupils can access all areas of the curriculum with fun and simulating resources
	Appropriate targets					
	Regular review of the curriculum	Ensure targets are personalised but aspirational for pupils.	Assessment lead to work with teachers on setting targets for learners.	Curriculum Lead and Teachers	Ongoing at pupil progress reviews	Pupils make progress in their learning and success is celebrated.



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Improve and maintain access to the physical environment ensuring it is accessible to pupils.	Ramps Lifts	Ensure the school is accessible for all pupils.	Review the school physical environment for accessibility	HT and OM	Autumn 2025	The school is fully accessible for its pupils.
	Corridor Width					
	Disabled parking bays	Ensure the equipment in school is fit for purpose.	Review equipment that supports those with physical disabilities (hoists, changing beds)	Medical Lead	Ongoing	Pupils with physical disabilities are able to access all areas of the school.
	Disabled toilets and changing facilities					
	Library shelves at wheelchair height		Ensure outdoor learning spaces are accessible for pupils	HT/Medical Lead	Ongoing	All pupils access appropriate outdoor learning.



Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Improve the delivery of information to pupils with a disability.	Our school uses a range of communication methods to ensure that information is accessible. This includes: Internal signage large print / Braille Induction loop, pictorial or symbolic representations.	Ensure those with VI needs are getting information printed in appropriate size/text Ensure that symbolised communication is used school wide. Ensure new staff access training on Makaton, widget and Grid 3. Ensure a communication strategy is implemented across school.	Leaders to review VI list, and check that this is in the EHCP and guidance happening in class. Review all displays and print information in school to be symbol friendly. Ensure CPD Rota is made to be ongoing. Communication strategy to be delivered to all staff. Pupils to be assessed regularly around their communication skills.	Leaders and teachers Communication Leads SLT/ Communication Leads SLT/ Communication Leads Teachers	Autumn Autumn – ongoing Autumn– ongoing Autumn and ongoing	Pupils' VI needs are being met ensuring Pupils can navigate the school through symbol support. Staff have the skills to ensure they can meet all pupils' communication needs. Staff understanding around communication and its importance and Pupils have the appropriate pathways to learn how to communicate wants and needs.