

## Ridgeway Academy Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 (schedule 10) for:

- increasing the extent to which disabled students can participate in the school's curriculum
- improving the physical environment of the school for the purpose of increasing the extent to which disabled students, parents and other community stakeholders are able to take advantage of education and benefits, facilities and services provided or offered by the school
- · improving the delivery to disabled students of information which is readily accessible to students who are not disabled

| Aim  | Current good practice  | Actions to be taken   | Person responsible                                     | Success criteria   |
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| Increase access to the curriculum for students with a disability | Our school offers an adapted curriculum for all students. With a range of vocational and academic choices at KS4 and KS5. Pathways are guided from year 7 with extensive CEIAG  All students have access to a highly challenging curriculum which is adapted to the needs of individual students but continues to offer a challenging and broad experience.  One to one device BYOD programme provides opportunities for truly personalised adapted learning experiences which span beyond the classroom.  Curriculum progress is tracked for all students, including those with a disability. | Continue to review the school curriculum on an annual basis to ensure it is fully inclusive and meets the needs of all students.  Continue to provide training and regular updates about tools and applications which are useful for delivering highly personalised teaching and learning.  Continue to further refine systems to ensure staff can access key information about students' needs efficiently. Alongside this, provide regular updates about the learning needs of SEND students, | AHT – eLearning/BYOD  SENDCO and Learning Support Team | An effective curriculum which enables success for all learners |

| The intent, implementation and impact of the curriculum is reviewed to ensure it meets the needs of all students.   |  |  |
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| Targets and interventions are set effectively and are appropriate for students with additional needs. These are shared with key stakeholders and reviewed with parents. |  |  |
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| maintain access to the physical environment | accessible height | Ensure accessibility remains a key factor in the design of campus redevelopments and new builds.  Continue to repaint key hazardous areas – e.g. curbs, stairs, ramps and railings on an annual basis.  Review access to Music block lessons, currently move to classrooms in single storey block to allow access. | Headteacher Business Manager Site Manager Site Team | All stakeholders are able to access all areas of the school regardless of ability or need |
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| Improve the delivery of information to students with a disability | Our school uses a range of communication methods to ensure information is accessible.  This includes:  Newly installed external signage and site map Internal signage Large print resources Braille Frequency Modulation (FM) | Adhere to JCQ exam regulations: enlarged print  Ensure students have equipment such as magnifiers and reading pens  Liaise with external agencies such as PNI (Physical and Neurological Impairment Team), VI (Visual Impairment) and HI (Hearing Impairment) | Exams Officer Access Arrangements Coordinator  Access Arrangements Coordinator  SENDCO Learning Support Team |  |
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| A whole school approach to inclusion                              | Systems  Continuing staff training surrounding SEN, PP and CLA  | Staff are trained through CPD programme, teaching tips, INSET, staff meetings and external training opportunities   | Leadership Team<br>SENDCO<br>Inclusion Coordinator<br>Designated Teacher                                     | A truly inclusive school in all areas of the curriculum, environment and resources in line with the equality act 2010. |

The Leadership Group will review the school accessibility plan annually.

**Next review: November 2024**