



# RIDGEWAY ACADEMY

## Accessibility Plan

Reviewed: November 2019

Adopted by Governing Body: November 2019

Review date: November 2021

Policy Responsibility: Mr A Hewitt/Mrs S Trevethick

## **CONTEXT**

Ridgeway Academy is a comprehensive secondary School. The school comprises several buildings covering a small site. The buildings vary in age and construction from single to two storey buildings. There is currently no lift on the site.

### **1. Introduction**

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995).

### **2. Definition**

Disability is defined by the Equality Act 2010 as:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

### **3. Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for staff, students, and prospective students, with a disability.

### **4. Principles**

Compliance with the statutory legislation is consistent with the school's aims and Equality Policy and the operation of the school's SEN Policy

The school recognises its duties:

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled students less favourably
- To make reasonable adjustments to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan

The school will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality

- Provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students
- Set suitable learning challenges
- Respond to students' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of students
- Personalise the curriculum as far as possible
- Ensure permitted special arrangements are in place for students sitting external and internal examinations (see Appendix B: Exam Disability/Disadvantaged Policy)

## 5. Activities

### Education and Related Activities

The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisors, SEN consultants and professionals from the local NHS Trusts.

### Physical Environment

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. Consideration is given, and wherever practicable applied, to improving access, lighting, acoustic treatment and more accessible facilities and fittings.

### Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## 6. Targets Achieved

Working within the restrictions of the site, buildings and funding, the school has achieved the following recent developments:

- The needs of students with physical difficulties and sensory impairments have been reviewed and met on an individual basis, including input from the LA and outside agencies
- DDA compliant fixtures and fittings have been installed where refurbishment works have been undertaken
- The marking of contrasting colours on ramps
- **Specialise rooms have been re-located to the ground floor**

## **7. Current Plans**

The school will continue to consider its duties under the Equality Act 2010 as part of its planning and review cycle and to review the individual needs of students as appropriate.

## **8. Plan Availability**

The school makes its Accessibility Plan available in the following ways:

- A copy is held by the School Business Manager alongside the H&S documentation
- A copy is posted on the school website
- A copy can be emailed or posted on request

The school will endeavour to make the plan available in alternative formats on request.

## **9. Action Plan**

See Appendix A

**Action to date**

- We now have two disabled access toilets in two separate blocks.
- All new build/refurbishments (Music Block 2018, Art Room 2019) have been DDA compliant.
- A dedicated disabled parking bay has been installed.
- Stair edging strips are installed to assist visually impaired users of the building
- Individual needs are taken into account eg car park spaces are allocated nearest to the work base

**Further Action Required**

Refurbishment work to incorporate the following wherever reasonably practicable:

- Improved access
- Acoustic treatment
- Differentiated colour schemes
- More accessible fixtures and fittings

Work to allow wheelchair access to the upper floors would require major refurbishment and capital investment and is therefore not practicable at present.

## **EXAM DISABILITY/DISADVANTAGED POLICY**

The following policy relates to candidates during examinations and should be applied in addition to the following policies:

- Equality Policy
- SEN Policy (which includes Access Arrangements)
- Accessibility Plan

### **WHEELCHAIR USERS**

The main exam rooms (Hall) are on the ground floor of the school giving adequate access for wheelchair users.

### **USE OF CRUTCHES**

The main exam rooms (Hall) are on the ground floor of the school giving adequate access for wheelchair users. However, if a candidate such suffer injury during the examination period and had been timetabled for a different venue, we have a contingency of available exam venues on the ground floor to accommodate this.

### **BROKEN ARM/COLLARBONE/WRIST/FINGERS OR SIMILAR COMPLAINT**

As soon as the centre is aware of the injury, the candidate will be supplied with either a Scribe, Laptop and/or extra time for the exams, depending on the nature of the injury.

### **VISUAL IMPAIRMENT**

All exam rooms are well lit and candidates are sat at the front of the venues to give clear sight of the clock, etc. Candidates are also permitted to use coloured overlays and/or have examination scripts copied onto coloured paper. Testing by the school's SENCo is carried out prior to exam season to determine suitability.

### **HEARING IMPAIRMENT**

Candidates with hearing impairments are sat at the front of the venues.

### **LONG TERM ILLNESS OR DISABILITY**

Candidates with a long term illness or disability that makes travel to the centre difficult may sit their examinations at a Medical Facility or at home, with the permission of the individual exam boards.

### **LEARNING DISABILITIES**

Candidates are assessed in centre by the school SENCo and are permitted the use of a Scribe, Reader, Word Processor, rest breaks and/or extra time.

### **GENERAL ILLNESS**

If a student is unwell during the exam season, (invigilation staff permitting) the centre will move the candidate to a smaller/separate room for the exams.

### **SPECIAL CONSIDERATIONS**

If a candidate is disadvantaged before or during the Examination season, the school will refer to the JCQ guidance on Special Considerations. If applicable, an application will be made with the Examination Boards for Special Considerations. A record of this will be kept until after the deadline for enquiries.