Accessibility Policy

Staff Responsible:	**Mr J Murray**
Date of Issue:	September 2026
Review Date:	September 2029

Contents

- Aims
- Roles and Responsibilities
- Legislation and Guidance
- Accessibility Plan
- Monitoring Arrangements
- Stakeholder Engagement
- Complaints Procedure
- Links with Other Policies

Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of this plan is to:

- Increase the extent to which disabled pupils 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, parents, carers and other stakeholders.

Ribbon Academy is committed to providing an inclusive environment in which all pupils, staff, parents, carers, visitors and members of the community are treated with dignity, fairness and respect. We recognise that every individual is unique and are committed to removing barriers which may prevent full participation in school life.

The staff and Trustees at Ribbon Academy seek to:

- Develop confidence in children by providing equitable opportunities and enabling children to become resilient, motivated and independent learners who co-operate successfully with others.
- Recognise and celebrate the unique characteristics of every child.
- Promote a culture of respect, fairness and dignity for all.
- Foster positive attitudes towards diversity and difference.
- Ensure accessibility is considered in all aspects of school development and improvement.

How We Will Achieve This Vision

We will achieve this through:

- Addressing inequality and discrimination wherever it may occur.
- Celebrating diversity within our school and wider community.
- Ensuring the curriculum reflects and promotes equality, diversity and inclusion.
- Providing appropriate support, reasonable adjustments and resources where required.
- Consulting pupils, parents, carers, staff and trustees regarding accessibility and inclusion.
- Developing effective partnerships with external agencies and support services.
- Providing ongoing staff training in equality, inclusion, accessibility and SEND.

Policy Objectives

This policy aims to ensure that:

- Every individual is provided with the opportunity to achieve their full potential.
- Equal access is achieved for all.
- Changing needs are identified and responded to at the earliest opportunity.
- Staff, parents, carers and pupils understand issues relating to equality, diversity and inclusion.

- Positive attitudes towards diversity are actively promoted.
- Discrimination, harassment and victimisation are actively challenged and prevented.
- Resources are used effectively to meet individual needs.
- Pupils learn to become caring, responsible and respectful citizens.
- Mutual respect for all members of society is promoted regardless of difference.
- Accessibility and inclusion remain central to school improvement planning.

This Accessibility Policy and Plan will be published on the school website and made available in alternative formats upon request.

Roles and Responsibilities

Trustees

Trustees are responsible for:

- Monitoring the implementation and effectiveness of this policy and plan.
- Ensuring compliance with the Equality Act 2010.
- Reviewing accessibility objectives and outcomes.
- Supporting the school's commitment to inclusion and accessibility.

Headteacher

The Headteacher is responsible for:

- Ensuring the Accessibility Plan is implemented.
- Promoting an inclusive culture across the school.
- Ensuring reasonable adjustments are made where appropriate.
- Allocating resources to support accessibility improvements.

AHT Inclusion / SENDCo

The AHT Inclusion/SENDCo is responsible for:

- Coordinating provision for pupils with disabilities and additional needs.
- Monitoring accessibility arrangements.
- Supporting staff in implementing reasonable adjustments.
- Liaising with external agencies and specialist services.
- Supporting staff training and professional development.

Site Manager

The Site Manager is responsible for:

- Maintaining the accessibility of the school environment.
- Monitoring accessibility-related health and safety issues.
- Ensuring accessibility equipment remains safe and operational.
- Supporting emergency evacuation arrangements.

All Staff

All staff are responsible for:

- Promoting equality and inclusion.
- Implementing reasonable adjustments.
- Identifying and reporting accessibility barriers.
- Supporting pupils with disabilities to participate fully in school life.
- Following agreed accessibility procedures and support plans.

Legislation and Guidance

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

The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the SEND Code of Practice, long-term is generally defined as lasting for a year or more, and substantial means more than minor or trivial.

Schools are required to make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage compared with their peers. This may include adjustments to the curriculum, environment, resources, information or support arrangements.

The protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Ribbon Academy is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between those who share a protected characteristic and those who do not.

Accessibility Plan

Priority Area	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Timescale	Success Criteria
Increase access to the curriculum for pupils with disabilities Increase access	Reasonable adjustments are made to ensure equality of access to all aspects of the curriculum. Curriculum progress is tracked for all pupils.	Ensure every teacher has the knowledge, skills and confidence to support all learners effectively.	Provide ongoing staff training on SEND, accessibility and adaptive teaching. Deliver targeted CPD and share best practice across school.	Headteacher, AHT Inclusion, SLT	Ongoing	All staff receive regular accessibility and inclusion training. Staff demonstrate confidence in adapting learning to meet needs.
	Support plans, provision maps and EHCP provision are reviewed regularly.	Ensure pupils with disabilities achieve outcomes in line with their individual potential.	Track progress termly, conduct pupil progress meetings, review interventions and implement support quickly where concerns arise.	Whole Staff, AHT Inclusion	Ongoing	Pupils with disabilities make expected or better progress from their individual starting points.
	A differentiated curriculum is offered to all pupils. Bespoke provision is designed through the Assess, Plan, Do, Review process.	Ensure provision remains responsive to individual needs.	Seek advice from external agencies where appropriate. Use recommendations from therapists, advisory teachers and educational psychologists to inform practice.	AHT Inclusion	Ongoing	Provision plans demonstrate effective personalised support and positive outcomes.
	PE working plans and practical adaptations support participation. Some pupils access therapeutic programmes and adapted equipment.	Ensure PE and extra-curricular activities remain fully accessible.	Review PE curriculum annually. Provide adapted activities, specialist equipment and support where required. Work with sports partnership staff and therapists to remove barriers to participation.	PE Lead, AHT Inclusion	Annual Review	All pupils participate in PE and enrichment activities at an appropriate level.
	Curriculum resources increasingly reflect diversity and inclusion.	Increase representation of people with disabilities across the curriculum and school environment.	Audit classroom resources, displays, library texts and curriculum materials annually. Embed positive representation within all subjects.	Curriculum Leaders	Annual Review	Disability representation is visible across curriculum areas and school displays.

Priority Area	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Timescale	Success Criteria
Ensure resources meet the needs of all pupils	Specialist resources are available where required.	Ensure pupils have access to appropriate equipment and resources.	Review resources and accessibility needs during SEND reviews. Purchase and maintain specialist equipment where necessary.	AHT Inclusion	Ongoing	Required resources are available and effectively support access to learning.
Improve the delivery of information to pupils with disabilities	School uses Communication in Print, Makaton, social stories, communication boards, PECS, assistive technology, tactile approaches and pre-teaching vocabulary.	Ensure communication methods meet individual pupil needs.	Embed communication approaches within Quality First Teaching and provide specialist training where required.	AHT Inclusion	Ongoing	Communication approaches are consistently used across school.
	Information is adapted to individual needs.	Improve accessibility of information for pupils, parents and carers.	Provide information in alternative formats where required, including large print, simplified text, electronic formats and visual supports.	SLT, Office Staff	Ongoing	Information is available in accessible formats upon request.
	Communication approaches are discussed in review meetings and inclusion meetings.	Improve staff confidence when using communication strategies.	Deliver annual professional development on communication and interaction needs.	AHT Inclusion	Annual	Staff demonstrate effective use of communication strategies.
	All corridors are accessible and suitable for wheelchairs and mobility equipment.	Maintain safe and unobstructed access throughout the building.	Conduct regular site inspections. Ensure corridors and access routes remain clear and compliant.	Site Manager	Ongoing	Pupils, staff and visitors can move safely around school.
Improve and maintain access to the physical environment	School building is single storey and fully accessible.	Maintain accessibility of the school environment.	Consider accessibility implications in all future building or refurbishment projects.	Headteacher, Site Manager	Ongoing	No new barriers to accessibility are introduced.
	Accessible parking bays are available near main entrances.	Ensure disabled parking remains available to those who require it.	Monitor usage, maintain signage and refresh markings where necessary.	Site Manager	Ongoing	Accessible bays remain available and used appropriately.

Priority Area	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Timescale	Success Criteria
	Accessible pathways are available throughout the site.	Ensure pathways remain safe in all weather conditions.	Maintain gritting arrangements, monitor drainage and respond promptly to hazards.	Site Manager	Ongoing	Safe access routes remain available throughout the year.
	Accessible toilets, changing facilities and hygiene equipment are available.	Maintain safe and dignified facilities for users.	Conduct regular inspections of toilets, changing areas, alarms, hoists and specialist equipment.	Site Manager	Ongoing	Facilities remain fully operational and accessible.
	PEEPs are in place where required.	Ensure emergency evacuation procedures are effective.	Review PEEPs regularly. Train relevant staff and maintain evacuation equipment.	Site Manager, SENCO	Ongoing	All pupils, staff and visitors can be evacuated safely in an emergency.
Improve digital and website accessibility	School website provides key information for stakeholders.	Improve digital accessibility for all users.	Review website accessibility annually. Ensure key documents are available in accessible formats where requested. Consider accessibility when purchasing digital systems.	Headteacher, Website Lead	Annual Review	Website information is accessible and alternative formats are available on request.
Stakeholder engagement and review	Parents, carers, pupils, staff and trustees contribute to accessibility discussions.	Ensure accessibility remains responsive to community needs.	Seek feedback through surveys, meetings, SEND reviews and consultation activities. Report annually to trustees on progress against the plan.	Headteacher, Trustees	Annual Review	Stakeholder feedback informs future accessibility priorities and improvements.

Digital and Website Accessibility

Ribbon Academy recognises that accessibility extends beyond the physical environment.

The school will:

- Ensure information on the school website is clear and accessible.
- Make reasonable efforts to ensure documents are available in accessible formats.
- Respond to requests for alternative formats in a timely manner.
- Consider accessibility during the procurement of new digital systems and resources.
- Promote the use of assistive technologies where appropriate.

Stakeholder Engagement

The school believes that accessibility is most effective when developed in partnership with those who use our services.

The development, implementation and review of this policy may involve:

- Pupils
- Parents and carers
- Staff
- Trustees
- External professionals and agencies

Feedback may be obtained through meetings, surveys, reviews, consultations and ongoing communication with stakeholders.

Complaints Procedure

The school's complaints procedure covers matters relating to accessibility.

Any concerns regarding accessibility arrangements should be raised in accordance with the school's published complaints procedure.

The school will seek to resolve concerns promptly and work constructively with families and stakeholders to identify appropriate solutions.

Monitoring Arrangements

The Accessibility Policy and Accessibility Plan will be monitored by the Senior Leadership Team and reviewed by Trustees.

Progress against identified actions will be considered through:

- School improvement monitoring.

- SEND reviews.
- Pupil progress meetings.
- Health and safety inspections.
- Accessibility audits.
- Stakeholder feedback.
- Trustee monitoring activities.

An annual review of progress against the Accessibility Plan will be reported to Trustees and used to inform future priorities.

This document will be reviewed every three years or sooner if required due to legislative changes, significant school developments or identified accessibility needs.

Links with Other Policies

This Accessibility Policy and Plan should be read alongside:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives Statement
- SEND Information Report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour & Relationships Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Emergency Evacuation Procedures
- School Complaints Procedure

Ribbon Academy is committed to ensuring that no individual is disadvantaged because of a disability and will continue to work proactively to remove barriers, improve accessibility and promote equal participation for all members of the school community.