

North Ridge High Specialist Support School Accessibility Policy

Status

Statutory

Date Reviewed

March 2026

Date approved

March 2026

Signed and approved

Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented.

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

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including senior leadership, site colleagues and student/parent/carer feedback.

Legislation and guidance

This document 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](#).

The Equality Act 2010 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.

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

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

Physical Access

Aim	Recommendation	Timescale	Cost	Responsibility
Corridors	Ensure clear of all obstructions	Immediate/Ongoing	None	All staff

Curriculum Access

Aim	Recommendation	Timescale	Cost	Responsibility
Adapt assessment tools to reflect change of pupil population and match to the curriculum	Teachers within the sensory structured classes will utilize the 'evidence for learning' platform to capture and monitor pupil progress Evidence for learning will be rolled out to other 'structured' class including the experiential department	To be embedded in the sensory structured department by July 2026 July 2027	Evidence for learning already purchased	S. Darby (department lead) and Mahbia Iqbal (assessment lead)
Sensory processing incorporated into the school day for ASD/ ADHD learners	Room set up, all staff trained in using the room, support form OT on a weekly basis – 1 day a week	On going	£15,000	S.Darby / Geraldine Wilson

Emotion coaching within the school day/during learning to help pupil self-regulate and access lessons without the need to come out of the classroom	Zones of regulation and regulation stations to be set in every SLD class and some structured classes as appropriate.	July 2026	£0	K.Allely
Specialist equipment purchased for learners to support in the classroom	AAC users- communication systems- low tech and high tech Specialist seating and positioning for physically disabled pupils	On going	£10,000	Mahbia Iqbal/ Danielle Collinge/ Head Teacher

Written Information

Aim	Recommendation	Timescale	Cost	Responsibility
Use of translation for website/parental communication	Review home languages to ensure all are covered. Where necessary translate hard copies.	Immediate/ongoing	None	Business Support/TA for website
Access for visually impaired students	Enlarged resources e.g. symbols and worksheets	Immediate/ongoing	Usual procurement costs	All staff
Use of natural reader to support 6 th form students	Purchase of three non-sim mobile devices	To be embedded	£250	Mahbia Iqbal, Elaine Redpath, Laura Brewer

in accessing information when out in the community	Download of natural reader app	by July 2027		
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Monitoring

This document will be reviewed every 3 years or more frequently if required.

This document should be read in conjunction with the following policies;

SEN Policy

EQUALITY Policy

CURRICULUM Policy

HEALT AND SAFETY Policy

SCHOOL PROSPECTUS