



Ribston Hall High School

Accessibility Plan

Date of Policy: February 2026

Person Responsible: Mr Alec Waters, Headteacher

Date of next review: February 2029

Contents

| | |
|------------------------------------|---|
| 1. Aims | 2 |
| 2. Legislation and guidance | 2 |
| 3. Action plan | 3 |
| 4. Monitoring arrangements | 8 |
| 5. Links with other policies | 8 |

1. Aims

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 disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled students

At Ribston Hall High School we are committed to the fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information. We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010). 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 students, parents, staff, and trustees of the school.

2. 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|--|--|--|--------------------|-----------------------------|---|
| <p>Increase access to the curriculum for students with a disability</p> | <p>Ribston Hall offers a curriculum appropriate to all our students. The curriculum is designed to allow accessibility to all students and staff are trained to adapt the curriculum to meet the needs of all.</p> | <p>Ensure that staff feel equipped to deliver high quality lessons to all students with SEND</p> | <p>Adaptive Teaching techniques shared with staff and discussed during inset sessions</p> <p>All students with identified SEND have an up-to-date plan in place that staff can use to provide in class support</p> | <p>SENCO</p> | <p>Ongoing</p> | <p>SENCO to coordinate training and plans. QA will show that this is in place and effective</p> |

| | | | | | | |
|--|--|--|--|--------------------|---------|---|
| | Curriculum progress is tracked for all students, including those with a disability | At each assessment point students with a disability will be monitored to ensure they are making progress in line with all, and adjustments put in place as | SENCO, HoY;s and CL's to monitor data at each assessment point and evaluate the progress of these students | SENCO, CL's, HoY's | Ongoing | Students with a disability make the same levels of progress as their peers. |
| | The curriculum is reviewed to make sure it meets the needs of all students | Quality assurance process is in place, curriculum leads review this with SLT to ensure this meets student needs | SLT to review curriculum maps in all key stages to review this | SLT and CL's | JUL26 | Updated curriculum maps will be monitored to ensure these are incorporated with adaptive teaching in mind |

| | | | | | | |
|---|---|---|---|-------------------------------|--|--------------------------------|
| <p>Improve and maintain access to the physical environment</p> | <p>The school has in place an Estates Management Strategy to consider the site and plans for future periods, congruent to the aims and objectives outlined in the School Development Plan</p> <p>The environment is adapted to the needs of students as required and within the constraints of the budget. This includes:</p> | <p>To provide accessible learning environments across the whole school estate</p> | <p>Successfully secured DfE Schools Rebuilding Programme status to redevelop the Mortimer block</p> | <p>F&OM/SLT/ Trustees</p> | <p>Site surveys completed</p> <p>Feasibility studies in progress subject to mast removal x 2 from Mortimer rooftop</p> <p>Anticipated commencement of building works TBA</p> | <p>New school blocks built</p> |
| | <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Toilets and changing facilities • Library shelves at wheelchair-accessible height | | | | | |
| | | | | | | |

| | | | | | | |
|---|---|---|--|--|-------------------------------|--|
| <p>Improve the delivery of information to students with a disability</p> | <p>Our school uses a range of communication methods to make sure information is accessible. The main focus for this work will be included in student support plans, that are reviewed and tailored to student need. Some of the changes and adaptations may include, where necessary:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources | <p>Ensure that the school website provides good access to relevant information for pupils and families.</p> | <p>Communications Manager to review and amend the website as necessary</p> <p>Parents will be given the opportunity to discuss needs with a member of the SEN team</p> | <p>Communications Manager</p> <p>SENCO</p> | <p>Ongoing</p> <p>ongoing</p> | <p>Website is updated with all necessary information.</p> <p>Pupils and families have direct access through the website to relevant information and contacts</p> |
|---|---|---|--|--|-------------------------------|--|

| | | | | | | |
|--|--|---|--|--|--|--|
| | <ul style="list-style-type: none">• Use of a laptop with supporting notes in lessons.• TA support• Use of advice and support from external professionals including the advisory teaching service | Student support plans to be reviewed and tailored to individual needs, including guidance from other agencies as necessary. | SENCO to meet and review SSP with all students and parents | | | Allow students to access all the information needed. |
|--|--|---|--|--|--|--|

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Finance and Operations Manager and SENCO (Special Educational Needs Coordinators).

It will be approved by the Finance Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment policy
- Health and Safety policy
- Equality information and objectives policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy