

Accessibility statement

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Ridge Hill School recognises its duty under the Equality Act 2010. We are committed to a policy of continuous improvement in accessibility, ensuring that no pupil is disadvantaged by the physical environment or the delivery of the curriculum. Our Sanctuary model is, by definition, an accessible model, built to accommodate the widest possible range of human neurodiversity and physical ability.

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Ridge Hill School: accessibility strategy & statement

Vision and values

At Ridge Hill School, accessibility goes beyond physical adaptations; it is about neurological accessibility. Our sanctuary model ensures that the curriculum, the physical environment, and our communication methods are designed to remove barriers for neurodivergent learners while maintaining full physical access for those with mobility challenges.

Physical access (the built environment)

The school premises have been designed to meet and exceed **Approved Document M** of the building regulations.

- **Level access:** the entire ground-floor site is step-free. Our rural border location has been landscaped with all-weather bonded gravel and flush thresholds, ensuring the all ground floor areas are accessible to wheelchair users. Timetabling is utilised to ensure wheelchair users and other pupils with physical mobility needs are able to equitably access our entire curriculum and support package of activity.
- **Wayfinding & sensory navigation:** to assist pupils with visual impairments or spatial processing difficulties, we use high-contrast nosing on any slight level changes and tactile direction markers integrated into the flooring.
- **Acoustic accessibility:** by adhering to **BB93** (acoustic design of schools), we ensure that the environment is accessible to pupils with hearing impairments or auditory processing disorders, reducing background noise to allow for clear speech perception.
- **Specialist toileting:** we provide an **accessible hygiene suite**, including a height-adjustable changing plinth and grab rails, ensuring dignity and privacy for pupils with physical disabilities or self-care needs.

Curriculum accessibility

We ensure that the curriculum is accessible through a universal design for learning approach.

- **Total communication:** every classroom is a total communication zone. We use makaton, **PECS**, and **AAC (augmentative and alternative communication)** devices to ensure that non-verbal pupils have the same access to the curriculum as their verbal peers.
- **Assistive technology:** pupils have access to speech-to-text software, over-sized tactile keyboards, and specialised digital interfaces to remove the barrier of fine-motor struggle (dysgraphia).
- **Alternative formats:** all learning materials are provided in dyslexia-friendly fonts, on non-glare coloured paper, and with high-visual/low-text density to assist with information processing.

Information and communication accessibility

We are committed to ensuring that parents and the wider community can engage with Ridge Hill School without barriers.

- **Digital accessibility:** our school website and parent portal are compliant with **WCAG 2.1 (web content accessibility guidelines)**, featuring screen-reader compatibility and adjustable contrast settings.
- **Parental support:** for our founding families and local authority partners, we provide all school policies, reports, EHCP reviews, and newsletters in easy read formats or alternative languages upon request.

The accessibility audit schedule

To ensure continued compliance, the school leadership team conducts a formal accessibility audit annually.

Target area	Action	Monitoring frequency
Physical	Check of automated door-closers (force settings) and ramp integrity.	Termly
Curriculum	Review of salt/ot integration into individual lesson plans.	Half-termly
Information	Testing of the parent portal for mobile/screen-reader compatibility.	Annually