



# Champion EDUCATION TRUST

## ACCESSIBILITY POLICY AND PLAN

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| 1.3                           | January 2024                                 | Updated staff information               |

A family of Schools

ACCESSIBILITY POLICY AND PLAN

# ACCESSIBILITY POLICY AND PLAN

## AIMS

This plan outlines the proposals of the governing body of Blackburn Central High School to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which students with disabilities can participate in the school curriculum
- Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services
- Improving information delivery to students with disabilities which is readily available to other students

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the student's disabilities and the views of the parents/carers and student.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed and revised in consultation with a range of stakeholders, including :

- Parents of students
- Headteacher and other relevant members of staff
- Governors
- External partners

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

This plan is available online on the school website. The website has a translation service which can convert the pdf to many other languages. Please save the pdf to your device before using the translation service. Paper copies are available free of charge on request from the school office. Please inform the office of your preferred language, and whether you would like an enlarged copy which is easier to read.

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

## VALUES

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

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002 the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at substantial disadvantage
- To plan to increase access to education for disabled students

Our school has a strong commitment to equal opportunities and accessibility as laid out in the School Aims, Values and Ethos, the Equal Opportunities Policy, Anti-Bullying Policy, Special Educational Needs and Disabilities Policy, Behaviour Policy, Health and Safety Policy and Inclusion documents.

As a school we aim to embed accessibility into everything we do; in school improvement, in curriculum development, in maintaining and improving the physical environment and, in professional development. Action plans for each of these areas are in the next section of this policy.

Our school has a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled students. Everybody needs to take the lead in respect of accessibility within their area of responsibility; access to the curriculum needs to be led by those with curriculum responsibility; access to pastoral life of the school led by those with pastoral responsibility and responsibility for overseeing the plan with the senior leadership

team reporting to the governing body.

## 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 which has a 'substantial' and 'long-term' adverse effect on their ability to carry out 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 of 'physical' includes sensory impairments such as visual or hearing impairments, 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 pupil faces in comparison with non-disabled. This can include, for example, the provision of an auxillary aid such as radio mics for staff teaching hearing impaired students, or adjustments to premises. Our school building opened in 2012. The physical environment is fully DDA compliant and fully accessible on all floors due to 2 passenger lifts, wider main access doors and movement spaces making it fully accessible to all of our students, and we will maintain this during any improvements, alternations, or updates.

The schools accessibility plan is resourced, implemented and reviewed and revised as necessary.

## ACTION PLANS

These action plans set out the aims of our accessibility plan in accordance with the Equality Act 2020 to ensure that all students are fully involved in school life by identifying barriers to participation and finding practical solutions.

### Plan 1 : Curriculum

**The aim of this plan is to maintain access to the curriculum for students with disability and increase access where possible or necessary.**

| Current Good Practice   | Objectives  | Actions to be taken   | Person responsible                       | Date to complete actions by                                 | Success Criteria   |
|---|---|---|--|---|--|
| Our school offers a differentiated broad and balanced curriculum.   | Curriculum and teaching practises are subject to ongoing review to ensure that the needs of all our students are met<br><br>Heads of Department (HoDs) to adapt subject curricula to meet the needs of all students in light of feedback from reviews | Monitoring, review and evaluation of whole school SEND provision to include: <ul style="list-style-type: none"> <li>• Audit of Departmental Curricula</li> <li>• Observations of teaching and support staff</li> <li>• Book scrutinies</li> <li>• Learning walks</li> </ul> | HoDs, SLT departmental links, and SENDCO | At the start of a new school year, and ongoing as necessary | We maintain a differentiated broad and balanced curriculum accessible to all members of our school community. The curriculum changes to meet new arrivals or as individual needs change over the school year. Students on the SEND register make the best possible progress. |
| SEND register is maintained, shared with staff and reviewed at the start of the year and after 6 months, but students can be added, placed on watch or removed at any point the SENDCO is informed of changes to an individual student's needs. | Staff know the needs of the students they teach or support.<br><br>Sharing and use of SEND information subject to ongoing review<br><br>Further develop effective communication between learning support staff,                                       | New arrivals to the school have their needs assessed.<br><br>Referral of students to outside agencies as necessary for assessment and advice  | SENDCO                                   | Start of the year and ongoing as necessary                  | Staff know how to and do access SEND information digitally<br><br>All staff attend CPD. New staff have received SEND induction<br><br>Staff knowledge and expertise of SEND provision ensures they can meet the needs of all the SEND students in their classes.             |

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|   | <p>teachers, pastoral and wellbeing staff, school counsellors, the School Nurses, and Attendance staff.</p> <p>Improve student tracking and develop more effective process for identifying SEND students</p> |   |                             |  | <p>Improved sharing of information through a range of approaches</p> <p>Increased staff awareness of the roles and responsibilities of the SEND department and learning support staff, their own accountability for the progress of all students in their lessons, and our approach to identifying individual students with SEND</p> |
| EHCPs / IPRAS and are shared with staff   | SEND register with additional information and strategies are shared with all staff   | Establish ongoing Assess Plan Do Review (ADPR) processes for these students |                             | <p>Start of the year, 2023</p> <p>February half-term, 2024</p> | <p>Plans reflect the most recent advice on how to meet an individual student's needs in their class</p>  |
| Teachers and support staff receive quality CPD regarding SEND legislation and the school's provision, emphasizing the importance of appropriate differentiation of resources and lesson objectives.   | Staff have a better understanding of how different needs form barriers to learning and have the strategies and techniques to overcome them.  |   |                             | CPD provided in Autumn term                                    | <p>Examinations and assessments are accessible to all students so that individual SEND students are not disadvantaged by their needs and can evidence their progress</p> <p>Students on the SEND register make the best possible progress.</p>   |
| <p>Tests and Exams are presented in a format which all pupils can access, including those with SEND. Individual access arrangements to be in place for individual pupils, where required, including:</p> <ul style="list-style-type: none"> <li>• Readers</li> <li>• Scribes</li> </ul> | Heads of departments (HoDs) and Exams Officer to liaise with Exam Boards to ensure provision of appropriately modified scripts in public exams.  |   | HoDs, SENDCo, Exams officer |  | <p>The progress gap between Non-SEND and SEND students continues to narrow</p>   |

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| <ul style="list-style-type: none"> <li>• Extra time</li> <li>• 'Prompters'</li> <li>• Word processors</li> <li>• Touch typing software 'Reading' pens</li> <li>• Colour overlays / paper</li> <li>• Ear defenders</li> </ul> | <p>HoDs to ensure access arrangements are provided (in line with JCQ guidelines) in internal tests and exams.</p> <p>Establish effective and timely procedures for the identification and assessment of access arrangements</p> |  | <p>HoDs and teaching and support staff</p> <p>SENDCO, assistant SENDCO and HoDs</p> |  |  |
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## Plan 2 : School physical environment

The aim of this plan is to improve and maintain access to the physical environment.

| Current Good Practice   | Objectives  | Actions to be taken   | Person responsible   | Date to complete actions by | Success Criteria   |
|---|---|---|--|-----------------------------|--|
| <p>Our school building is split across 3 levels with access available by stairs or 2 lifts between each level</p> <p>The outside environment (play grounds, seating areas, MUGAs, playing fields and all-weather pitches) is also split across 3 levels with access available by steps or ramps</p> <p>Entrances to the school are flat and have wide doors.</p> <p>Corridors and internal doorways are wide enough to be easily accessible for</p> | <p>All our facilities are subject to ongoing accessibility review</p> | <p>Review accessibility to all areas with respect to the current disabilities of all our students, staff and potential visitors, and make planned improvements where necessary.</p> <p>Consult students and parents / carers and if appropriate outside agencies (for example, SEND SS VI team, Fire Service) to plan</p> | <p>Headteacher, Business and Operations Manager, SENDCO, EQUANS (site) staff</p> | <p>Ongoing</p>              | <p>All students, staff and visitors can access all areas of the school building and external environment.</p> <p>Students can be safely evacuated from all parts of the school building in case of emergency such as fire.</p> |

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| <p>wheelchair users.</p> <p>All areas of the school are well lit.</p> <p>Disabled toilet facilities are available fitted with a handrail, a pull emergency cord, and a door lock at wheelchair height.</p> <p>Library shelves are at wheelchair accessible height</p> <p>Height adjustable classroom tables and benches, and accessible sinks in Science, Food technology, Access and Art rooms.</p> <p>Internal signage clearly marks emergency escape routes</p> <p>Each stairwell has a safe zones at every level and communication for a wheelchair user. Escape sledges are available at the top of each stairwell.</p> <p>Where necessary, individuals have written Personal Emergency Evacuation Plans (PEEPs). These are practised at least once a year with the individual and their support staff.</p> <p>Disabled parking bays on lower level of staff car park.</p> <p>Pedestrian access ramp between middle and lower car park levels.</p> |  | <p>adjustments to the school environment.</p> <p>Service and maintain specialized equipment, including lifts and escape aids</p> <p>Use admissions forms and meetings to inform any access needs.</p> <p>Any planned changes to the current building or external environment to take into account access needs.</p> <p>Daily checks to ensure fire escape routes and exits are clear</p> <p>Practise escape drills for disabled students enough times for staff and students to be confident with escape procedures.</p> <p>Ensure emergency signage is clear and at a level for all students and staff to see.</p> |  |  |  |
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### Plan 3 : Information

The aim of this plan is to improve the provision to disabled pupils and their parents /carers of information which is already in writing (printed or digital) for students who are not disabled.

| Current Good Practice  | Objectives  | Actions to be taken  | Person responsible              | Date to complete actions by                     | Success Criteria   |
|--|---|--|---------------------------------|---|--|
| <p>BCHS uses a range of communication methods to make sure information is accessible in school. This includes :</p> <ul style="list-style-type: none"> <li>• Internal signage of room numbers and subject areas</li> <li>• Large print resources</li> <li>• Braille signs on disabled toilets</li> <li>• Flashing alerts are installed in the disabled toilets to work with the fire alarm for HI students, staff and visitors to access the alert</li> </ul>  | <p>Review the effectiveness of the information sharing processes to ensure the right systems are in place to meet the individual needs of our disabled students and their parents / carers.</p> | <p>Plan and implement an annual review of disabled access to information in collaboration with students and parents / carers to ensure that information sharing processes meet individual needs.</p> | <p>SENDCO, Business Manager</p> | <p>February 2024, and then ongoing annually</p> | <p>Improved systems across school will ensure all disabled students and their parents / carers are able to access information.</p> |
| <p>BCHS uses a range of methods to communicate information to parents /carers of disabled students, including :</p> <ul style="list-style-type: none"> <li>• Print (letters, reports)</li> <li>• Digital (emails and attachments)</li> <li>• Phone calls</li> <li>• Text messages</li> </ul> <p>School policies and documents are available online on the school website, and paper copies are available free of charge on request from the school office. The website has a link to a translation service which can convert the pdf to many other languages. Users need to download the pdf before using the service. Parents / carers can inform the office of their</p> |   | <p>Implement any actions required to improve communication in school and with parent / carers</p>  |                                 |   |  |



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| preferred language, and whether they need an enlarged copy which is easier to read. |  |  |  |  |  |
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