

ARCHBISHOP BLANCH SCHOOL



Archbishop Blanch
— SCHOOL —

ACCESSIBILITY PLAN 2020

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| PERSON RESPONSIBLE: | SENCO |
| DATE POLICY PREPARED: | December 2017 |
| RATIFIED BY GOVERNING BODY: | January 2018 |
| DATE REVIEWED: | March 2020 |
| DATE FOR REVIEW (3 Yearly): | March 2023 |

Community, Compassion, Forgiveness, Friendship, Thanksgiving, Trust

ARCHBISHOP BLANCH CE HIGH SCHOOL ACCESSIBILITY PLAN 2020

INTRODUCTION

Within the school community of Archbishop Blanch CE High School, we seek to nurture the gifts, dreams and talents of all our students within the spirit of Archbishop Blanch School, regardless of ability or need. Our school strives to ensure that all students are equally valued and are provided with opportunities to understand, experience and value diversity.

DEFINITION

The Equality Act of 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act makes it unlawful to discriminate against anyone because of their race, disability, religion or belief or sexual orientation.

This Accessibility Plan is compliant with the Equalities Act (2010), which with the Disability Discrimination Act (DDA 1995) defines disability as:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial Disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

KEY OBJECTIVES

As a result the key objective of this plan is to reduce and, where possible, eliminate barriers to accessing the curriculum, and to full participation in the school community for students, and prospective students, with a disability. The school's Accessibility Plan is aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled students and their parents/carers. Therefore Archbishop Blanch CE High School recognises its duty to:
 - Not discriminate against students with a disability in admissions and exclusions, provision of education and associated services
 - Not treat students with a disability less favourably for a reason related to their disability
 - Make reasonable adjustments for students with a disability, so they are not at a substantial disadvantage
 - Plan to increase access to education for students with a disability. Where appropriate Archbishop Blanch CE High School will:
 - Set an admissions policy that does not discriminate against a student with a disability or treat them unfairly.
 - Recognise and value parents'/carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect their rights to confidentiality.
 - Have high expectations of all students.
 - Devise and ensure the use of teaching and learning strategies that will remove barriers to learning for students with disabilities.
 - Provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their learning styles, whilst endorsing the key principles of the National Curriculum.
 - Use reasonable adjustments when considering the physical environment of the school to cater for students with a disability.
 - Find ways in which all students can take part in the full curriculum including sport, music and drama.
 - Plan out-of-school activities and trips so that students with disabilities can participate.

Archbishop Blanch CE High School is committed to making the school environment as accessible as possible for all students, staff and visitors.

ACCESS TO THE CURRICULUM AND RELATED ACTIVITIES

All areas of the curriculum should be available to students regardless of their disability. Therefore the school will continue to seek and follow the advice of the Local Authority services and outside agencies, such as the specialist teacher advisors, SEN consultants and appropriate health professionals. Included in this are examples such as adapting the curriculum offered to ensure that students with a disability are equally as prepared for life as able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. The school will use, where possible, the available resources (human and physical.) Examples include offering assistance during assessments or exams, use of aids and equipment (including assistive technology).

Depending on the impairments of the disabled student, specific staff training will be put in place, when and where necessary, to improve access to the curriculum. This also includes purchasing specialist equipment to increase access to the curriculum for disabled students. This may include purchasing equipment such as: buff coloured exercise books, writing slopes, pencil grips or adjustable chairs etc. It may also include having core texts enlarged or providing the use of specialist ICT equipment.

Physical environment – Our state of the art building has eradicated many of the issues for concern in our previous building. The school is wheelchair accessible with wide access doors to the building and wider staircases and corridors to allow for easier access. There are two lifts to facilitate ease of access to the upper floors of the school. Whilst these are not for use for students normally, access passes have been provided for those students with specific access problems. Where lifts are used there will be evacuation procedures in place.

Staff will receive training as and when necessary to support any student with complex medical needs. There are accessible toilet facilities available throughout the school, with the additional provision of a medical needs room located within the Learning Support Department which is situated on the ground floor of the school.

The lighting and painting schemes are bright to help visually impaired students as is the signage, some of which is electronic signage. Carpeting and acoustic consideration has been given to classrooms to help hearing impaired students. The outside grounds are also considerate of individual needs. The main exterior has no obstacles that could present any restrictions to students with a disability. Allocated parking spaces for visitors and staff are available and are not used inappropriately. The school continues to assess the needs of individual users of the building and provide solutions that address those needs.

Provision of information – When required or requested, Archbishop Blanch CE High School will provide information to students, staff, parents and visitors in alternative formats within a reasonable time frame.

School Transport – Liverpool Local Authority will make a decision to fund transport to and from Archbishop Blanch CE High School on a case by case basis for a pupil with a disability. They will assess the student's needs when making a decision, taking into account their health and/or disability and age.

| Development area | Objectives | Actions | Success criteria | Who is responsible |
|----------------------------|--|---|---|---|
| Delivery of the curriculum | All areas of the curriculum should be available to students regardless of their disability ensuring equality of opportunity. Where an activity cannot be made accessible or would be inappropriate then reasonable adjustments will be made. | <ul style="list-style-type: none"> • Pupil Profiles to be accessible for all staff • Work scrutinies to include focus on inclusion of students with SEN • Review curriculum plans/ SOW to ensure differentiation • To review appropriateness of trips and activities to ensure they are fully inclusive | <ol style="list-style-type: none"> 1. Staff informed of students' needs via Pupil Profiles and relevant documents linked to SIMS/Classcharts 2. Observations from work scrutinies highlight good practice re inclusion to 3. Curriculum plans demonstrate differentiation for those with SEN 4. Trips are reviewed and inclusive and evidence those with SEND are accessing extra-curricular curriculum | <p>Short term:</p> <ul style="list-style-type: none"> • Pupil Profiles to be accessible for all staff (SEN staff) • Work scrutinies to include focus on inclusion of students with SEN (Faculty leaders, progress leaders, link SLT) • Curriculum plans reviewed to ensure differentiation (FL/link SLT) • To review appropriateness of trips and activities to ensure they are fully inclusive (SEN team/progress leaders) • Analyse extra-curricular offer to ensure access by students with SEN |
| Delivery of the Curriculum | Staff have a greater understanding of individual needs by accessing Pupil Profiles and following the Graduated Approach (Assess, Plan, Do, Review) | Ongoing staff training will be delivered to improve access to the curriculum. CPD for staff Review of progress to take place after Progress Points. | There is greater evidence of a differentiated curriculum. Staff are regular assessing and reviewing practice and making adjustments where needed. | Ongoing staff training will be delivered to improve access to the curriculum. |

| Development area | Objectives | Actions | Success criteria | Who is responsible and Timescale |
|----------------------------|--|--|--|--|
| Delivery of the Curriculum | <p>To enable access to written information; where necessary specialist equipment will be purchased for individual students.</p> <p>Ensure reasonable appropriate adjustments are put in place for students to access exams</p> | <ul style="list-style-type: none"> • To continue the Lexia Programme, incorporate, Reading Buddies and Catch-Up programme and monitor its effectiveness. • To investigate technology aids to assist those who need to record information in a different way • Work with Specialist support to ensure written material is presented in an accessible way for individual needs • Engage with annual JCQ Access Arrangements update • Train staff on normal way of working and role in the access arrangement process • Continue rolling programme of testing/liaise with consultant level advice | <ol style="list-style-type: none"> 1. Students and staff have access to appropriate software 2. Students' reading ages will be enhanced 3. Students to access exams while maintaining validity of the assessment | <p>Short term</p> <ul style="list-style-type: none"> • To purchase appropriate software • To monitor the Catch-Up and Lexia (SEND and English faculties) • SENCo.Exams manager to access annual training and make applications/ SENCo and exams officer to deliver CPD on Exams process |
| Physical Environment | <p>Reasonable adjustments to be made to accommodate students with physical disabilities and complex medical needs</p> | <ul style="list-style-type: none"> • Procedures for students with physical needs are reviewed after all emergency drills • Staff trained in manual handling and evac stairs | <ul style="list-style-type: none"> • Students are accounted for in timely way during all procedures • All students are safe • All students are safe • Staff are trained to deal with hygiene needs and evacuation procedures | <ul style="list-style-type: none"> • Evacuation procedures reviewed and evaluated (SENCo/Site Manager) |