

# ARCHBISHOP BLANCH CE HIGH SCHOOL



Archbishop Blanch  
— SCHOOL —

## ACCESSIBILITY PLAN

MEMBER OF STAFF RESPONSIBLE:	Headteacher
DATE POLICY APPROVED:	May 2023
DATE FIRST RATIFIED BY GOVERNING BODY:	May 2023
DATE FOR NEXT REVIEW:	May 2024

**Community, Compassion, Forgiveness,  
Friendship, Thanksgiving, Trust**

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This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Vision Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

We aim to "not love in word or talk, but in deed and in truth" (1 JOHN 3:18)

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## 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 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

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

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.

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. This includes working in partnership with sensory services, community physiotherapists, Alder Hey consultants, the Liverpool CAAT (Communication, Augmentative, Assistive, Technology) team, and SENNIS (Special Educational Needs Inclusion Support Service).

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.

## 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 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.

### 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	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers an adapted curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> <p>Learning reviews include a selection of students with a disability in both pupil voice and work scrutinies</p> <ul style="list-style-type: none"> <li>• Pupil profiles are easily accessible for all staff to recognise needs and provide adaptations as required</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure curriculum resources include examples of people with disabilities</li> <li>• AAHT (Associate Assistant Headteacher) with responsibility for unstructured curriculum to monitor and evaluate unstructured provision and attendance of pupils with a disability</li> <li>• Staff are upskilled in adaptations indicated on pupil profiles</li> <li>• Students with a disability are given a platform to discuss and raise awareness of their needs with the wider school community</li> <li>• Audit of accessible specialist equipment in practical subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of LTP (Long Term Plans) and SOW (Schemes of work) to ensure representation</li> <li>• Registers of attendance taken, analysed by cohorts and shared with SLT; pupil voice with students with a disability to address access or offer needs</li> <li>• CPD (Continuing Professional Development) cycle includes focus on adaptations to enable access to the curriculum; increased access to ADHD (Attention Deficit Hyperactivity Disorder) Foundation specialist webinars</li> <li>• Continue to promote Embrace Club and opportunities to deliver collective worship and Charity involvement</li> <li>• Audit of pupil need vs provision in specialist subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty leads; AHT for teaching and learning</li> <li>• AAHT; progress leaders</li> </ul> <p>SENCo; AHT for teaching and learning</p> <ul style="list-style-type: none"> <li>• Diversity Coordinators; DHT</li> <li>• SENCo, Faculty Leads, Diversity Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Representative curriculum</li> <li>• Attendance of unstructured curriculum for those with a disability comparable to other cohorts</li> <li>• Evidence of adaptations in learning walks, work scrutinies, pupil voice</li> <li>• Students with a disability given a voice and visibility in collective worship, unstructured curriculum</li> <li>• Pupil voice evidences access to all aspects of practical curriculums</li> </ul>

			with involvement of pupil voice (Embrace Club)		
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Hygiene room with hoist</li> <li>• Width and accessibility of entrances</li> <li>• Height adaptable tables</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure evacuation procedures are effective</li> <li>• Ensure the annex is accessible and has same facilities as main building</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Evacuation Plans written and reviewed with pupils involved; training in Evac chairs and manual handling</li> <li>• Annex compliant with all current best practice and at least equivalent to that of the main building</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo; Designated officer</li> <li>• Facilities manager</li> </ul>	<ul style="list-style-type: none"> <li>• Effective operation of drills and pupils report confidence in procedures</li> <li>• Pupils have same level of access to new build as the main building and facilities</li> </ul>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Dyslexia Association approved paper for communication</li> <li>• All information on website available in written format upon request</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ensure information is accessible</li> </ul>	<ul style="list-style-type: none"> <li>• Work with sensory service and other specialists</li> </ul>	SENCo	<ul style="list-style-type: none"> <li>• Pupils with sensory needs are able to access information readily</li> </ul>

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## 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 Deputy Headteacher.

It will be approved by the Headteacher and link governor for safeguarding and/or SEN.

## 5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Intimate Care Policy