

Blaise High School Accessibility Plan

December 2021

This Accessibility Plan applies to Blaise High School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Executive Headteacher should be consulted.

Approval and review:

This plan is the responsibility of: Headteacher

This plan was approved by the Local Governing Body on: 8th
December 2021

This plan is due for review by: December 2022

Blaise High School Accessibility Plan

Introduction

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

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Local Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Blaise High School

The school has two floors that are connected with stairwells and a key operated lift. Wheelchair users can access the building through any entrance. The main facilities such as the sports hall and dining hall are on the ground floor. We have a disabled toilet and shower room. Specified doors in the academy are pinned open so that wheelchair users can negotiate their way around school independently.

School's Vision:

Blaise High School has a strong mission:

Our values of Ambition, Inclusion and Collaboration ensure students are equipped with a Growth Mind-Set and can meet our mission of Social Justice.

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students,

irrespective of special needs or disability. The school will actively seek to improve access to services and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed every three years and updated to take account of improvements made, future resource availability and changing needs of the target areas.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

A) INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM:

OBJECTIVE	TIMEFRAME
To ensure that Individual Education Plans have been completed and reviewed three times a year for students with SEN and disability using the Provision Map platform	On-going every term
Curriculum is differentiated and personalized for students. Reasonable adjustments are made to the curriculum, resources and environment as necessary.	On-going every term
Continued professional development focused on training teachers working with students with SEND.	Planned annually and ad hoc in response to need
Whole-school monitoring procedures ensure high quality teaching of SEND students	On-going as part of SEN Quality assurance
Target training for Teaching Assistants (TAs) to allow them to specialize in areas of student need.	On-going as part of SEN Quality assurance
Opportunities for students with disabilities to access extra-curricular learning, including visits and residential trips.	Planned annually and ad hoc in response to need
Investment in building and equipment resources that are specifically adapted to meet needs	D hoc in the response to need

B) IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

OBJECTIVE	TIMEFRAME
Access parking spaces provided	Complete
Risk assessments in place for all students with disabilities	Review annually
H & S issues identified and addressed through incident feedback and reviews by Ellis Whitham	On-going
Evacuation plans in place for all students who require them.	Written when starting reviewed annually
Lift keys given to some students to promote independence around the building	On-going

Fixed hoist in physiotherapy room.	In situ and staff manual handling up to date
Staff trained to assist with personal care / toileting as required.	On-going
Physiotherapy programme for individual students	As per care plan
Collaboration with local authority and NHS providers for additional therapeutic care	As per care plan

Blaise High School is also committed to ensuring that students across the Key Stages have access to appropriate pastoral support independent on their age and specific needs. This support may be delivered from the staff directly employed by the school or from other professionals commissioned by the school, where appropriate.

C) IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

OBJECTIVE	TIMEFRAME
School policies reviewed to make sure wording is accessible.	Annually
Regular face-to-face meeting take place with families (Annual Reviews, Academic Review Day, Meetings with SENCO / Keyworker)	Annual or termly depending on need
Use of SEESAW to share praise and photos of activities with Resource Base families. Increasing independence for students who can upload their own work to share.	On-going
Parent Support Worker liaises with all families of students with disabilities	As required
Regular input and observation from Speech and Language and Sensory support to ensure that students are fully included in all aspects of school.	Annually or more frequent if required