

## **Blaise High School Accessibility Plan**

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 GLT CEO 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 GLT CEO should be consulted.

### **Approval and review:**

This plan is the responsibility of: Headteacher

This plan was approved by the Local Governing Body on: 17.1.24

This plan is due for review by: 17.1.25

## **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 favorably 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 publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:

“ 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”.

This plan sets out the proposals of the Governing Body of Blaise High 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.

Blaise High School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

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 is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634, registered at Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY.

## **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 school are pinned open so that wheelchair users can negotiate their way around school independently.

There is a Resource Base for students with moderate learning disabilities.

### **Blaise High School's vision for students with a disability:**

Blaise High School is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion. We aim to remove those barriers and ensure that all students can take part in the day to day life of our school and benefit from the learning experiences we provide

Blaise High School Accessibility Plan shows how access is to be improved for students with a disability, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

## PLANS TO INCREASE ACCESS TO EDUCATION FOR STUDENTS WITH DISABILITIES BY AREA:

1. INCREASING THE EXTENT TO WHICH STUDENTS WITH DISABILITIES CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)					
Plan	Impact	Resp	Y1 review	Y2 review	Final review
Develop and extend careers and preparation for working life to ensure no vulnerable students with SEND are NEETs	The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment.	Careers Lead and SENCOs	One student who received a late diagnosis of Autism is without education training or employment and this has been passed onto the local authority for follow up. Additional links have been made with Bristol Works to offer work experience opportunities specifically for students with SEND.		
Further increase representation of students with physical difficulties ie; participation in student voice activities, participation in extracurricular activities, student council etc	Student body representation will reflect its diverse nature.	Extra-curricular lead	All students take part in rewards which are fully accessible. Student voice activities include all students and any can apply to join the student council, students with disabilities are actively encouraged and supported to apply but it is personal choice. Extracurricular activities are always under review to ensure accessibility for all. Resource Base students are part of the student leadership team		
Ensure evaluation of the curriculum and assessment processes so all students make progress and are supported where needed by	Students are grouped to maximise progress	Deputy Head and SENCOs	Whole School assessment processes are being reviewed during this academic year.		

additional adults					
Develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact	Improved attainment and progress for SEND students	Raising Standards Lead	Interventions are evaluated 3 times per year. This year Read Write Inc was introduced and will be reviewed in line with other interventions that are in place.		
Develop the curriculum for students with disabilities so students can access wider learning opportunities, including outside the classroom	Developing the health and well-being, confidence, resilience and independence of all students	Deputy Head and SENCOs	All students in mainstream follow the full curriculum, students are never withdrawn from a subject area. The Resource Base curriculum is reviewed regularly to ensure it is accessible for students, this year the focus is on post 16 to ensure it meets the needs of all those attending.		

## 2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH STUDENTS WITH DISABILITIES CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Ensure every subject has access to specialist equipment and furniture where necessary	No student has impaired access to learning as a result of a lack of equipment.	School Services Delivery Officer	Audit is currently in progress looking at rise and fall tables in classrooms. Students with visual impairments have access to specialist apps to ensure they are able to follow slide presentations.		
Maintain training of staff supporting students with a disability, eg Manual Handling and EVAC chair	Students retain their dignity and are safe throughout the school day	Deputy Head and SENCOs	Manual Handling training happens at the start of every year. EVAC chair training will be refreshed this year.		

Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	No student is impacted by a lack of accessibility to the building and environment	School Services Delivery Officer	Following outside professional guidance the site has had adjustments to ensure it is accessible for all. The Post 16 Bungalow is being reviewed this year to ensure it is accessible to the students progressing into the provision. There are accessible picnic benches outside.		
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### 3. IMPROVING THE DELIVERY TO STUDENTS WITH DISABILITIES OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO DO NOT HAVE A DISABILITY

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required	Parents and students feel fully involved in the life of the school and can access important information	Deputy Head and SENCOs	Newsletters are emailed with a link to video support for anyone who wants it. We have a list of parents who require additional support to read which is held by the admin team and administrators make direct contact with those on the list.		