





# Blue Coat

## Church of England Academy

### Accessibility plan

Date:		January 2019 Reviewed February 2024
Prepared by:		D.J. Smith
Re-Ratified by the Governing Body on:		8 <sup>th</sup> February 2024
	Signature	
Principal		D. Smith
Chair of Governors		L. Briggs
Review date:		February 2027

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*Ephesians 2:18: "for through Him we both have access by one Spirit unto the Father"*

Blue Coat Church of England Academy is an inclusive Christian learning environment, our school values underpin all of our policies: Wisdom, Endurance, Service, Kindness and Hope.

## **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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

Our school site presents many challenges in terms of accessibility. These include the split site and aging buildings where improvements to accessibility are difficult to accommodate within current budgets. We are committed as an academy to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Blue Coat Church of England plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

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

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

## **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It shows access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make **reasonable adjustments** to accommodate their needs where practicable.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>The academy has:</p> <ul style="list-style-type: none"> <li>• Appropriately trained SEN staff in each of its educational settings each equipped to deal with the range of mild or moderate learning difficulties experienced by children who, with our support, can benefit from the curriculum we follow.</li> <li>• a strong and successful record of supporting children with a range of SEND needs by planning with parents and children, seeking advice from appropriate professionals and training staff with regard to any child's specific needs.</li> <li>• Students are assessed for SEND upon admission and at other times when a need is</li> </ul>	<p>Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils; (If a school fails to do this they are in breach of the Equalities Act 2010). This covers teaching and learning as well as access to the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or</p>	<p>Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues regarding the Equality Act 2010. The school recognises diversity in our school culture by delivering tailored diversity events (such as assemblies and theme days, etc.) for under-represented groups within the school, so that all pupils feel valued and included in our school community.</p>	<p>SENCO</p> <p>Assistant Principal (Personal Development)</p>	<p>Formally reviewed annually</p> <p>Termly review of personal development programme</p>	<p>Positive outcomes for pupils with identified disability.</p> <p>Regularly reviewed and updated programme to increase provision of events to recognise diversity within the school population. Proportional representation in all aspects of the school's work including pupil voice and school council.</p>

	<p>identified. Our school offers a differentiated curriculum for all pupils.</p> <p>We also: Use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>school visits. It also covers the provision of specialist equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.</p>	<p>The school aims to continue to improve the way by which all pupils, including those that are disabled, participate in developing school policies, for example, reviewing the pupil representatives on the 'school council' at the end of each year To review the range of learning resources that is accessible for students with different disabilities.</p>	<p>SENCO</p>          <p>SENCO</p>	<p>Formally reviewed annually</p>          <p>Formally reviewed annually</p>	<p>Curriculum resources developed to meet the needs of existing pupils and plans in place to develop resources to meet future needs.</p>
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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Further improve and maintain access to the physical environment</p>	<p>As refurbishment of the school buildings are carried out, the environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul> <p>Freestanding tables and chairs in most classrooms mean that furniture could be rearranged easily to accommodate disabled students.</p> <p>Where appropriate for learning needs the school encourages the use of freestanding laptops. Lessons provide opportunities for all students to achieve, e.g. provision may be made for dyslexic and dyspraxic students to use laptops in lessons and for tests.</p>	<p>Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school for pupils, staff, parents and visitors, and provision of physical aids to access education within a reasonable timeframe.</p> <p>School visits are open to all, provided the appropriate medical practitioner declares any individual with a medical condition is well enough to travel. However, in the future, the academy might need to consider the transport and accommodation needs of a wheelchair user, the school site is currently inaccessible to wheelchair users and those with more severe mobility issues.</p>	<p>Improve Signage around building  Reduce external trip hazards  Secure the stairwells  Means of escape compliancy  Conduct an annual review of incidents reported via the Site and Buildings Manager regarding required site improvements, incidents and near misses, and also essential maintenance works  Ensure that all areas have a full and in date Risk Assessment and that a dynamic risk assessment is carried out at the very least when conducting ad hoc work.</p>	<p>Site and Buildings Manager</p>	<p>Annual review</p>	<p>Successful Health &amp; Safety audit, with affordable and sustainable plans to accommodate desirable rather than essential modifications.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure 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>• Pictorial or symbolic representations</li> <li>• ICT and photocopying facilities are available to produce large print information.</li> </ul>	<p>Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.</p>	<p>The school aims to improve communication between CAMHS (Child and Adolescent Mental Health Services) by designating the appropriate staff member to attend case meetings of pupils. Review revision and curricular materials to improve the accessibility for all children Study skills/SEN evening information events Provide information to parents about the external help that is available to them</p>	<p>SENCO</p> <p>Progress Team</p>	<p>On-going Formally reviewed annually</p> <p>On-going Formally reviewed annually</p>	<p>Improved provision to accommodate recommendations provided by CAMHS.</p> <p>Resources meet the needs of the existing school population. Plans in place for further development to accommodate pupils with different additional needs.</p>



#### 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Mr D Smith (Principal).

#### 5. Links with other policies

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

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

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				