



Champion EDUCATION TRUST

ACCESSIBILITY POLICY AND PLAN

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A family of Schools

ACCESSIBILITY POLICY AND PLAN

STATEMENT OF INTENT

This plan outlines the proposals of the governing body of Blackburn Central High School to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which students with disabilities can participate in the school curriculum
- Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services
- Improving information delivery to students with disabilities which is readily available to other students

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the student's disabilities and the views of the parents/carers and student.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of students
- Headteacher and other relevant members of staff
- Governors
- External partners

STATEMENT OF VALUES

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

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at substantial disadvantage
- To plan to increase access to education for disabled students

The DfE's definition of disability

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

A child may fall within one or more of the definitions. This Code helps early education settings, schools and LEAs meet their responsibilities for children with SEN. Guidance relating to Part 4 of the Disability Discrimination Act 1995 will help them meet their responsibilities for disabled children.

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. *Section 1(1), Disability Discrimination Act 1995.*

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. *Section 17 (11), Children Act 1989.*

Disability Discrimination Act

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

- Increasing the extent to which disabled students can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

It is a requirement that the schools accessibility plan is resourced, implemented and reviewed and revised as necessary.

Aims of the Access Plan

- To ensure that all students are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled students.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of students.
- To develop strong collaborative relationships with students and parents or carers and to increase the satisfaction of disabled students and their parents or carers with the provision made by the school.
- To promote equality of opportunity and positive attitudes towards disabled persons.
- To encourage the availability of role models and positive images of disability.

Whole School Approach

Our school has a strong commitment to equal opportunities and accessibility as laid out in the School Aim, Equal Opportunities Policy, Anti-Bullying Policy, Special Needs Policy, Behaviour Policy, Health and Safety Policy and Inclusion documents.

As a school we aim to embed accessibility into everything we do; in school improvement, in curriculum development, in maintaining and improving the physical environment and, in professional development. Action plans for each of these areas are attached to this policy (*see appendix A*).

Our school has a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled students. Everybody needs to take the lead in respect of accessibility within their area of responsibility; access to the curriculum needs to be led by those with curriculum responsibility; access to pastoral life of the school led by those with pastoral responsibility and responsibility for overseeing the plan with the senior leadership team reporting to the governing body.

Our building and curriculum are both fully accessible to all of our students, and we will maintain this during any improvements, alternations, or updates.

APPENDIX A

PLANNING DUTY 1: CURRICULUM

Governing bodies should undertake an audit of the extent to which students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short Term	Do extra-curricular clubs take into account the access needs of all students?	Audit of extra curriculum	SENDCO	Spring 2019	All students can access extra-curricular clubs	Ongoing
Medium Term	Does the curriculum suit the needs of all groups of students?	Audit of curriculum	SLT/SENDCO	Spring 2019	More bespoke curriculum serving the needs of different groups of students	Summer 2020
Long Term	Students with physical impairments do not have access to necessary resources to support them	Audit of stock	SENDCO/ Business Manager	April 2019	Stock in place to allow all to access lessons	Ongoing

PLANNING DUTY 2: PHYSICAL ENVIRONMENT

Governing bodies should undertake an audit of the extent to which students with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of themselves or their parents/carers.

As a new building opened in 2012 the physical environment is fully DDA compliant and fully accessible, on all floors due to 2 passenger lifts.

	Issue	What	Who	When	Outcome criteria	Review
Short Term	Ensure classrooms are accessible to wheelchair users	Regular health and safety inspections	Assistant Business Manager / Engie staff	Monthly	Classrooms accessible as and when needed for wheelchair users	Ongoing
Medium Term	School is fully equipped with health toilet containing hoist etc but no staff trained	Organise staff training	SENDCO/ Business Manager	As required	Staff able to support student needs	Ongoing / as required

PLANNING DUTY 3: INFORMATION

Governing bodies should undertake an audit of the extent to which students with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short Term	Review information to parents and carers to ensure it is accessible	Consider alternative ways of publishing information	SENDCO/ Marketing Manager/ Business Manager	Summer 2019	Website information accessed by all	As required
Medium Term	Written information is not accessible to students with visual impairments e.g. newsletter	Purchase braille machine/ translate/provide audio recordings	SENDCO/ Business Manager	2018/19 (if required)	Written information is fully accessible to children with visual impairments	Summer 2020 (if required)
Long Term	ICT available to produce written information in different formats	Programs to support where available	ICT team	Summer 2020	Students can access information in a variety of formats	Autumn 2021