



The Blue Coat
School

ACCESSIBILITY PLAN

Approved by	Local Governing Committee
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1. Introduction

The Blue Coat School is a fully inclusive school which aims to give every student the opportunity to access a full and broad curriculum and feel valued and included within the school community. Despite the difficulties associated with a mixed estate including a landmark listed building on a sloping multi-level site, we aim to make all adjustments possible to support full access for students and staff. We are committed to actively promoting equal opportunities with all staff and students.

This plan is published on the school website and paper copies are available on request.

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 disabled pupil faces in comparison with non-disabled pupils.

2. The principles that underpin this plan

In line with the Equality Act 2010 the aims of this policy are to:

- Ensure all students, including those with a disability as defined within the Equality Act, have access to a full and broad curriculum.
- Ensure that reasonable and suitable adjustments are made to the physical environment to ensure students with a disability can participate fully in school life.
- Respond to individual student need to make suitable adaptations to the physical environment.
- Overcome potential barriers to learning and assessment for students with a physical or learning disability.

3. Reasonable adjustments

We are committed to reasonable adjustments as summarised in the Equality Act:

- Where something the school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- We are committed to making reasonable adjustments for students with physical disabilities and learning disabilities.

4. Information regarding student need and plans for accessibility

- Whole staff training is provided to share information on individual students.
- Where appropriate, specific advice is provided from advisory services such the Visual Impairment team.
- Individual drop-in surgeries and workshops are provided throughout the year to respond to individual student need or specific change in circumstances.
- Feedback from lesson observations or student tracking activities provide specific support on improving accessibility where appropriate.
- Details of reasonable adjustments to be made by teachers and support staff are provided on a One Page Profile

- Summary reports of Health Care reports are written, shared with staff and stored in centrally accessed electronic files.
- Individual students are reviewed at Year Group review and any relevant actions for modifying reasonable adjustments are made.

5. Accessibility and reasonable adjustment for students with physical disabilities

- During transition procedures, the Pastoral and AFA team request information from previous schools about any physical disabilities.
- The Accessibility and Mobility team and VI team from the LA are also invited into the school to complete a risk assessment of the site to ensure it is safe for students with physical disabilities and visual impairments.
- AFA reviews all information and arranges for a meeting with the student and family before the point of transition.
- Where the student also has a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP), a member of AFA leadership attends the relevant statement review.

6. Complaints

Any complaints arising from this policy or the school's implementation of it should be raised through our complaints procedure. The Complaints Policy is available on the school website.

7. Cross References

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

- Risk assessments
- Health and Safety Policy
- Equality Policy
- SEN Policy
- Medical Needs Policy

8. Action Plan

Area	Good Practice	Outstanding Actions	Action Owner	Deadline
<p>Offer appropriate transition support to students with disability</p>	<p>During transition procedures, the school collects information from the previous school/s, including any additional need or disabilities.</p> <p>The AFA team reviews student data and arrange for a meeting with the student and family before they start on roll.</p> <p>Where appropriate, specialist agencies, for example, local authority visual impairment team, are invited to complete a site risk assessment to ensure it is safe for any particular students with physical disabilities and visual impairments.</p> <p>Transport and school drop off arrangements are made with families or the local authority where appropriate, so that students have easy access to the school building.</p> <p>During the first two weeks of joining the school, a member of the team will track and monitor how well students are accessing the physical environment and report back to the SENDCo who liaises with the appropriate staff to ensure needs are met as much as practicably possible.</p>			
<p>Offer a curriculum which promotes accelerated learning and skills for all</p>	<p>All lessons include effective adaptive teaching strategies so that all students can access the curriculum and make progress.</p> <p>All lessons use consistent approaches to aid transferability.</p> <p>Where appropriate and practicable, students have access to physical aids, e.g., adapted equipment and tools in practical subjects.</p> <p>Where appropriate, a modified or alternative curriculum is provided to ensure students have equal opportunities to achieve.</p> <p>The school promotes dyslexic friendly approaches as an effective way of providing Quality First Teaching for all students.</p>			

	<p>Where appropriate, students have access to specialist ICT equipment to support learning.</p> <p>At key stage 4, through consultation with the student and their family, students receive support and guidance during the Choices process.</p> <p>Individual drop-in surgeries and workshops for staff are provided throughout the year to respond to individual student need or specific change in circumstances.</p> <p>Student access to virtual desktop applications allows IT access across multiple learning environments.</p> <p>School trips and visits are planned to accommodate any students with physical disabilities and have a named member of staff for support throughout where appropriate.</p>			
<p>Staff are aware of students' needs and plan accordingly</p>	<p>Support and advice on relevant health conditions are shared with staff through the CPD programme and visits from specialist advisers.</p> <p>Support and advice on effective differentiation strategies are provided through whole staff training, ECT training and staff induction.</p> <p>Summary reports of student healthcare reports are written, shared with staff and stored in centrally accessed electronic files.</p> <p>All staff are made aware of relevant needs information of individual students. Where appropriate, advice is provided from specialist external agencies or service providers.</p> <p>Feedback from lesson observations, learning walks or student tracking activities provide specific support on improving accessibility where appropriate.</p> <p>Details of reasonable adjustments to be made are provided on a One Page Profile.</p>			

	<p>Individual students' progress and wellbeing are reviewed at year group meetings and any relevant actions for modifying reasonable adjustments are made.</p> <p>Where a student has a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP), AFA attends the relevant statement review to keep abreast of changes.</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p>We use a range of communication methods to ensure information is accessible and is adapted where appropriate:</p> <ul style="list-style-type: none"> • A well planned and thorough induction process • Internal signage • A clearly defined virtual learning environment. • Email access for all students • Large print resources where appropriate • Braille where appropriate 			