



Blenheim

School Accessibility Policy

Committee: Community

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www.blenheim.surrey.sch.uk

Schools and education authorities have had a duty to provide reasonable adjustments for pupils with disabilities since 2002 (originally under the Disability Discrimination Act 1995 (the DDA) and from October 2010 under the Equality Act 2010.

From 1 September 2012 the reasonable adjustments duty for schools and education authorities has included a duty to provide auxiliary aids and services for students with disabilities. This plan is drawn up in accordance with the relevant provisions of the Equality Act 2010 and subsequent legislative requirements.

This policy should be read in conjunction with other curriculum policies, the SEND Policy, Equality, the Health and Safety Policy, the School Improvement Plan, CPD plan, any active Personal Emergency Evacuation Plans (PEEPS) and the Safeguarding Policy.

Definition of Disability

Disability is defined by the Equality Act 2010 as “a physical or mental impairment that has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities”. A “substantial” effect is more than a minor or trivial effect and the affected person’s perception of the impairment must be taken into serious account.

“Long-term” is deemed to be for one year or more.

Aim

In performing their duties, the governors and staff have regard to the Equality and Human Rights Commission’s “Reasonable Adjustments for Disabled Pupils 2012”. The overarching aim of this is to reduce and eliminate barriers in accessing the curriculum and to aid full participation in the school community for current, and prospective students with a disability.

Principles

Compliance with the Equality Act 2010 is consistent with the school’s aims and Equality and the operation of the school’s SEND Policy;

- The school recognises its duty under the Equality Act:
- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;
- Not to treat disabled students less favourably;
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan
- The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;
- The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National

Curriculum 2014 framework, which underpins the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students

Implementation of this plan

To ensure this Accessibility Plan is implemented effectively:

- All staff (including non-teachers) are informed which students have disabilities (through the SEND register)
- The list of students with disabilities is updated termly
- All staff (including non-teachers) have support, information and guidance about a variety of disabilities to ensure they can meet the needs of students with disabilities, help them make progress and facilitate their integration within the school community
- Teaching and learning strategies are modified appropriately
- Groupings and seating plans are modified appropriately to ensure disabled students are not disadvantaged
- Teaching Assistants are used appropriately and effectively
- The curriculum is differentiated appropriately to meet the needs of individual students with disabilities (as appropriate)
- The school draws on the expertise of external partners as appropriate
- All policy reviews include specific reference to students with disabilities

The School environment and activities

i. Education and Related Activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professional from the local NHS Trusts. (See checklist provided on Page 29, DCSF (DfE) Guidance, 'Accessible Schools: Planning to increase access to schools for disabled pupils')

ii. Physical Environment

The school is compliant with the provisions of the Equality Act 2010 regarding physical disability by taking into account the needs of students and visitors with physical difficulties and sensory impairments. For example, when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. (See Checklist on Page 30 of DCSF (DfE) Guidance)

iii. Provision of Information

The school will make itself aware of local services including those provided through the LA, for providing information in alternative formats when required or requested. (See Checklist on Page 30 of DCSF (DfE) Guidance)

A copy of this plan is available in the school office and on the school website. Copies with larger print can be provided upon request.

Action Plan

See attached (Appendix 1)

| Blenheim High School - Disability Equality Action Plan Action | 2015/2016 Review Date: Oct 16 | 2016/17 Review Date: Oct 17 | 2017/18 Review Date: Oct 18 | 2018/19 Review date |
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| To gather and monitor data on disabled students and their attainment levels | Deputy SENCO/pastoral team visits to key primary schools, coupled with information request ensure that a smooth transition for all new students in place. Information disseminated as necessary to staff. | SENCO/pastoral team visits to key primary schools. Communication with outside agencies to ensure students have access to a broad and balanced curriculum. | SENCO/pastoral team visits to key primary schools. Outside agencies monitor and review on termly/bi-termly basis. Student and parent view sought at all stages of review | SENCO/pastoral team visits to key primary schools. Outside agencies monitor and review on termly/bi-termly basis. Student and parent view sought at all stages of review |
| To ensure that disabled students are given every opportunity to achieve through the provision of appropriate support | All appropriate training for staff up to date in ensuring a full access to a broad and balanced curriculum. New support staff have had Moving and Handling training as well as Safeguarding | All appropriate training for staff up to date in ensuring a full access to a broad and balanced curriculum. New support staff have had Moving and Handling training as well as Safeguarding. | All appropriate training for staff up to date in ensuring a full access to a broad and balanced curriculum. New support staff have had Moving and Handling training as well as Safeguarding. | All appropriate training for staff up to date in ensuring a full access to a broad and balanced curriculum. New support staff have had Moving and Handling training as well as Safeguarding. |
| To ensure that disabled students can access the facilities and the support they require | Robust policies for the support of vulnerable students read and understood by all members of the team. Training and updates given to ELC team through regular meetings | Training and updates given to ELC team through regular meetings. | Training and updates given to ELC team through regular meetings and visits from physical and sensory team. | Training and updates given to ELC team through regular meetings and visits from physical and sensory team and any other relevant external agencies |
| To ensure that disabled students know how to be healthy | Regular reference made through the curriculum. | Regular reference made through the curriculum. | Regular reference made through the curriculum. E.g. PSICHE Regular meetings with link TAs | Regular reference made through the curriculum. E.g. PSICHE Regular meetings with link TAs |
| To ensure that disabled students are not victims of bullying or harassment | Key links and good communication have meant that any concerns raised have been addressed and effects minimised. | ELC/pastoral communication and co-operation established with effective resolution of concerns raised. | Communication between pastoral/ELC result in any issues being resolved as effectively and swiftly as possible. | Regular communication between pastoral/ELC and parents resulting in any issues being resolved as effectively and swiftly as possible. |
| To ensure that positive attitudes towards disabled students are promoted | Disability Awareness and student support including peer empathy have resulted in extremely positive relationships | Range of students with additional needs raise profile of disability and students in main body of school respond | Disability Awareness and student support including peer empathy have resulted in extremely positive relationships | Disability Awareness and student support including peer empathy have resulted in extremely positive relationships |

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| | being formed. | favourably. | | |
| To ensure that students' voices are heard | Regular review sessions and interim reviews held. | Regular review sessions and interim reviews held. TA link communication between parents/student. | Regular review sessions and interim reviews held. On going TA link communication between parents/student. | Regular review sessions and interim reviews held. On going TA link communication between parents/student |
| To ensure that disabled students have access to appropriate progression routes at 14, 16, and 18 | Pathway plan in place to aid transition plans. | Continued links with college providers and support from Blenheim Careers Adviser. Transition Reviews held in Year 9/Year 11. | Pathway plans in place to aid transition and support from Blenheim Careers Adviser. Transition Reviews held in Year 9/Year 11. | Pathway plans in place to aid transition and support from Blenheim Careers Adviser. Transition Reviews held in Year 9/Year 11. |
| To ensure that disabled students can participate in extracurricular activities. Including educational visits | Adjustments made, but all students have access to a broad and balanced extended curriculum. | Adjustments made to ensure all students have access to extracurricular activities. | Adjustments made to ensure all students have access to extracurricular activities. E.g. method of transport revised for Y8 visit to accommodate disabled students | Adjustments made to ensure all students have access to extracurricular activities. E.g. method of transport |
| To continue to monitor the reasons for rejection of disabled applicants | One applicant but many applicants with more experience for the role. Considered all attributes but not shortlisted due to strong field. | No applications received | No applications received | Application successful with trained TA and support from external agencies |
| To interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities | Considered all attributes but not shortlisted due to strong field. | No applications received | No applications received | Application received and granted based on reasonable adjustments made |
| To ensure that at least once a year disabled employees are offered the opportunity of a meeting with their line manager to discuss needs for adjustments and their development | One cleaner. Although support was put in place, unfortunately her needs became too great as she was medically unfit for work. | Occupational Health referral | Occupational health referral | None required |
| To ensure that disabled parents are supported to access information about | A range of adjustments made at parents' evenings/ information evenings as necessary. All in line | A range of adjustments made at parents' evenings/ information evenings as necessary. All in | A range of adjustments made at parents' evenings/ information evenings as necessary. All in | A range of adjustments made at parents' evenings/ information evenings as necessary. All in |

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| their child's progress at school | with requirements. | line with requirements. | line with requirements. | line with requirements. |
| To ensure that the needs of disabled governors are met and that disabled members of the community are encouraged to participate on school bodies | Building fully accessible. | Building fully accessible. | Building fully accessible. | Building fully accessible |