

Blenheim High School

SCHOOL ACCESSIBILITY PLAN

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DCSF (DfE) in July 2002.

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

Policy into Practice

This policy 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;
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities.'

Aim

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 DDA is consistent with the school's aims and Equality, Diversity and Community Cohesion Policy and the operation of the school's SEND Policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - 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
- In performing their duties, Governors and staff will have regard to the Disability Rights' Commission (DRC) Code of Practice (2002).

- 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 underpin 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.

Activity

(This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the aim of the policy)

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 will take account of the needs of students and visitors with physical difficulties and sensory impairments 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)

Action Plan

See attached (Appendix 1)

Blenheim High School - Disability Equality Action Plan Action	2013/14 Review Date: Oct 14	2014/2015 Review Date: Oct 15	2015/16 Review Date: Oct 16	2016/17 Review Date: Oct 17
To gather and monitor data on disabled students and their attainment levels	Effective communication with feeder primaries and appropriate agencies result in all students having access to a broad and balanced curriculum. Outside agencies monitor and review on termly/bi-termly basis. Student and parent view sought at all stages of review.	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.	
To ensure that disabled students are given every opportunity to achieve through the provision of appropriate support	New support staff have now had Moving and Handling training as well as Safeguarding and reference to Intimate Care Policy for the school. Interim Reviews going well and student voice and views sought.	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	All support staff (unless with medically supported exemption) supporting across the disability spectrum. Training and updates given to ELC team through regular meetings (see evidence in file).	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.	
To ensure that disabled students know how to be healthy	Through active participation from Pastoral and PSCHÉ lessons.	Regular reference made through the curriculum.	Regular reference made through the curriculum.	
To ensure that disabled students are not victims of bullying or harassment	Excellent communication between pastoral/ELC result in any issues being resolved as effectively and swiftly as possible.	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.	

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To ensure that positive attitudes towards disabled students are promoted	Range of students with additional needs raise profile of disability and students in main body of school respond favourably.	Disability Awareness and student support including peer empathy have resulted in extremely positive relationships being formed.	Range of students with additional needs raise profile of disability and students in main body of school respond favourably.	
To ensure that students' voices are heard	Interim reviews, 1:1 sessions available and student/TA link have proved invaluable.	Regular review sessions and interim reviews held.	Regular review sessions and interim reviews held. TA link communication between parents/student.	
To ensure that disabled students have access to appropriate progression routes at 14, 16, and 18	Excellent links with college providers with support from Blenheim Careers Adviser taking the lead.	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.	
To ensure that disabled students can participate in extra curricular activities	Individuals encouraged to attend depending upon level of interest.	Adjustments made, but all students have access to a broad and balanced extended curriculum.	Adjustments made to ensure all students have access to extra-curricular activities.	
To ensure that disabled students can participate in school trips and visits	All fully included.	All fully included.	All fully included.	
To continue to monitor the reasons for rejection of disabled applicants	N/A	One applicant but many applicants with more experience for the role.	No applications received.	
To interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities	N/A	Considered all attributes but not shortlisted due to strong field.	No applications received.	

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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	Occupational Health referral made for 1 TA and possible adjustments made to individual's satisfaction. Some TAs had back issues relating to inappropriate wheelchair (addressed by school with appropriate agency).	No cases this year.	Occupational Health referral made.	
Make every effort when employees become disabled, to make sure they stay in employment	All in line with school support mechanisms.	One cleaner. Although support was put in place, unfortunately her needs became too great as she was medically unfit for work.	No cases this year.	
To ensure that disabled parents are supported to access information about their child's progress at school	A range of adjustments made at parents' evenings/ information evenings as necessary. All in line with requirements.	A range of adjustments made at parents' evenings/ information evenings as necessary. All in line with requirements.	A range of adjustments made at parents' evenings/ information evenings as necessary. All in 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.	