



# Blatchington Mill School

## Accessibility Plan

Adopted: February 2022

Review date: February 2023

### **Definition of Special Educational Needs and Disability**

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so 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.

### **Definition of Disability**

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial, adverse, long-term effect on the individual's ability to carry out normal day to day activities.

### **Definition of Special Educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

### **Our Philosophy**

The whole school community constantly works toward developing a welcoming environment for all students including those with SEND and Disabilities. We strive to include all students where possible in all aspects of school life as Blatchington Mill believes that inclusion enriches all.

### **We believe that:**

- All students have an entitlement to a broad and balanced curriculum.
- All students should be encouraged, valued and accepted whatever their individual need.
- The classroom teacher has primary responsibility for providing all students with access to the curriculum.

This plan is compliant with current legislation as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

### **Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

### **Contextual Information**

Blatchington Mill School is a large mainstream secondary school which caters for children in Years 7-11. The school has a range of equipment already in place which supports accessibility for our disabled students, these include: 3 lifts, ramps, a hygiene suite, hoists and Evac chairs at various points throughout the school.

The main entrances to both sites have level access however access to other areas of the school at both sites, contain steps. Currently (2022), the school has 4 students who are wheelchair users on roll and therefore, in our daily care,

**Current Range of known disabilities**

Because of the numbers of students who have significant complex needs, the community of students with disabilities is larger than in other secondary schools in Brighton and Hove.

The school currently caters for a range of SEND including the following complex needs (the list is not exhaustive):

- Down Syndrome
- Cerebral Palsy
- Visual Impairment
- Hearing Impairment

Blatchington Mill School has adopted this accessibility plan in line with the school’s **Special Educational Needs and Disability (SEND) Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This accessibility plan forms part of the school’s SEND Information Report and shall be published on the school’s website.

Our **SEND Policy** outlines the school’s provision for supporting pupils with special educational needs and disabilities (SEND), and the school’s **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **SEND Policy** for an outline of our full provision to support pupils with SEND.

**Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all students. We aim to meet every child’s needs within inclusive classes where at all possible.

It is a core value of the school that all students are enabled to participate fully in the broader life of the school. Consequently, we strive to enable all students to attend age relevant after school clubs, leisure and cultural activities and educational visits.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Target	How	By when	By who	Success Criteria
<p><b>Access to the curriculum</b></p> <p>Ensure teachers are planning differentiated and appropriate learning.</p> <p>Ensure effective interventions are in place for students with SEN and disabilities to support mainstream learning.</p>	<p>Ensure teachers understand their responsibility as outlined in Equalities Act 2010 and the Code of Practice 2014 and provide CPD to support practice in the classroom</p> <p>Identify student needs and plan, teach and resource effective interventions</p>	<p>Ongoing and July 2022</p>	<p>SENCO, AHT (Barriers to Learning), SLT and teaching staff</p> <p>SENCO and SEN team</p>	<p>High quality teaching and learning is available to all students within mainstream classes</p> <p>Students with SEN and disabilities are well supported with their needs.</p>

<p>Develop Key Stage 4 offer to include further Entry Level qualifications</p>	<p>Work with CTLS to explore alternative qualifications</p>		<p>AHT (Barriers to Learning), DHT (Q of E) and CTLS</p>	<p>Students are able to access mainstream teaching for all option subjects at Key Stage 4.</p>
<p><b>Access to Technology</b></p> <p>Students with SEN and disabilities are able to use Chromebooks effectively and any assistive technology required is available.</p> <p>Access arrangements which require the use of a word processor are effectively managed with Chromebooks or other devices as necessary.</p>	<p>Review use of Chromebooks and assistive technology.</p> <p>Review use of Chrome X for access arrangements</p>	<p>Ongoing and by July 2022</p>	<p>SENCO and SEN team</p> <p>SENCO and IT manager</p>	<p>Chromebooks used effectively and successfully with assistive technology.</p> <p>Access arrangements successful for students.</p>
<p><b>Access to site</b></p> <p>Ensure site is accessible to all students, parents and community members.</p> <p>Ensure equipment is fit for purpose and staff are trained to use it safely.</p>	<p>Review site and facilities</p> <p>Review emergency evacuation plans, equipment and staff training</p>	<p>Ongoing and by July 2023</p>	<p>SENCO, AHT and Business Manager</p>	<p>School environment is safe and accessible for all.</p>
<p><b>Access to enrichment activities</b></p> <p>Ensure there is a wide range of enrichment activities available to students with SEN and disabilities.</p> <p>Ensure that school trips are available for students with SEN and disabilities.</p>	<p>We already have online activities and have extended the range far beyond PE but would like to develop this further.</p> <p>Develop school trips that are available to all.</p>	<p>July 2023</p>	<p>SENCO and DHT (Student Development)</p>	

**Review of this Plan:**

This accessibility plan and the outcomes will be evaluated three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.