



Blatchington Mill School

Accessibility Plan

Adopted: January 2018

Review date: January 2021

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)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

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, chair lifts, 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 (2018), the school has 9 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
- Complex Physical Disabilities
- Chromosome disorders leading to moderate/severe complex needs
- Visual Impairment
- Hearing Impairment
- Spina Bifida
- Medical needs

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	Tasks	Timescale	Responsibility	Success Criteria
Access to Curriculum Ensure ICT appropriate for pupils with disabilities.	<ul style="list-style-type: none"> Review accessibility of ICT (including notepads & whiteboards) Involve pupils in review of hard & software. Prioritise new software to purchase. Train TAs and admin staff on use of Communicate in Print. 	Summer Term 2018	ICT Manager SENCO Leadership Team	ICT which is accessible and supports individual needs, available to students as required
Access to Curriculum Create effective learning environments for all Review PE curriculum to ensure PE accessible to all	<ul style="list-style-type: none"> Reinforce responsibilities of all teachers as outlined in Equalities Act 2010 and the Code of Practice 2014 Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Review accessibility of PE offer – opportunities for PE staff to visit Downs Park/Hillside to observe best practice 	Ongoing	All staff Leadership Team SENCO PE Co-ordinator	All classroom learning is accessible to all Teachers feel confident in meeting needs of Disabled learners All to have access to PE and able to participate if desired
Access to Wider Curriculum Increase participation in school activities.	<ul style="list-style-type: none"> Audit participation in extra-curricular activities and identify any barriers. Ensure school activities are accessible to all students. Investigate TA flexibility to cover extra-curricular activities if needed. Develop guidance for staff on making trips accessible 	Summer Term 2018	Leadership Team Governors	All pupils in school able to access all educational visits and take part in a range of activities
Impact Analysis Ensure all policies consider the implications of Disability Access. Adhere to requirements of the Disability Equality Duty	<ul style="list-style-type: none"> Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Consult pupils and staff on any proposed changes. Introduce new policies Staff and Governors to review the Disability Equality Policy Governors to formally accept the School's accessibility Policy and Plan. 	SummerTerm 2018	Leadership Team SENCO Governors	School policies take into account, individual disabilities. All parties consulted on any proposed changes to accessibility Policies reviewed regularly and are appropriate
Premises Increase site access to meet diverse needs of pupils, staff, parents and community users.	<ul style="list-style-type: none"> Review personal evacuation plans. Improve signage of evacuation procedures, internet safety, fire drill etc Regular reviews of accessibility of site in all areas 	Spring Term 2018 and Ongoing	Site Manager EVAC trained staff Leadership Team Governors	All areas of the premises remain safe for all students to use All areas of the premises accessible to all

<p>Attitudes</p> <p>To promote positive attitudes to disability</p> <p>Improve staff knowledge and understanding of pupil disabilities</p>	<ul style="list-style-type: none"> ▪ Review PSHE Curriculum ▪ Review Assembly Programme: widen focus of Different/Same theme ▪ Involve local disability groups in assemblies and visits to school ▪ Regular items for newsletter highlighting achievements of pupils with disabilities ▪ SEND department will continue to maintain One Page Pupil Profiles and a SEND register, detailing individual needs which are updated and distributed regularly 	<p>Summer Term 2018</p> <p>On-going and as required</p>	<p>PSHE Co-ord</p> <p>Leadership Team</p> <p>Governors</p> <p>SENCO</p>	<p>SEND Register and One Page Pupil Profiles regularly updated</p> <p>Improved attitudes to disability via PSHE curriculum.</p> <p>Assemblies regularly highlight the achievements of students with SEND</p>
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats etc to be made available as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Use of Communicate in Print software for appropriate students. 	<p>Summer Term 18</p> <p>Ongoing</p>	<p>Admin. Manager</p> <p>TAs trained in use of Communicate in Print</p> <p>Teachers</p>	<p>All information which goes out to parents, carers and students will be available in a range of formats.</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.

Signed by:

_____ **SEND Governor** **Date:**

_____ **Head Teacher** **Date:**

_____ **SENCO** **Date:**