



BLACON
HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE

Accessibility Plan

VISION STATEMENT

We want Blacon High School to be a safe and caring place at the heart of our community, where everyone is valued and supported to aspire, believe and achieve beyond their potential.

Ratified by Full Governing Body: 10th July 2024

Next due for review: July 2025

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We actively seek out opportunities to embrace the following key vision: *“Blacon High School will inspire everyone to work together to create a successful, inclusive and forward looking learning community, supporting excellence for all to make a positive difference to society.”*

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

The Accessibility Plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The school supports any available partnerships to develop and implement the plan. We have included a range of stakeholders in the development of Equality Scheme and the Accessibility Plan has involved the school community. We have listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

- Our student’s views are accessed through the School Council and Student Voice agenda for the school
- Our staff contribute via the communication strategy based of the hierarchical line management structure that links the senior management team to all staff
- Our school governors contribute through the various committees
- Parents/carers are written to for their views on various aspects of school life and they are invited to participate in surveys
- Minority, marginalised and potentially vulnerable groups are engaged via the pastoral system, the SEN support system and by engaging staff with particular skills, for example, in support of those students who speak English as an additional language.
- Blacon High School currently has 667 students on roll, with 51.6% Pupil Premium allocation.

2. Legislation and guidance

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Curriculum INTENT – Ambitious curriculum for all students. Right students on the right courses.</p>	<p>Plan in place for additional set and staffing for Year 7 to support transition and students with SEND and multiple vulnerabilities.</p>	<p>SCN</p>	<p>September 2025</p>	<p>Curriculum model in place that can be effectively staffed, resourced and roomed.</p> <p>Curriculum fully timetabled, staffed and roomed.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Automated doors at reception • A lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Emergency evacuation equipment for persons in wheelchairs – Evac Chair • A defibrillator 	<p>Ensure and facilities meet the needs of disabled students in an emergency (<i>Short term</i>).</p>	<p>Emergency procedures training – Staff training for the use of specialist equipment including the Evac Chair and the defibrillator.</p>	<p>ROL/HEK</p>	<p>September 2025</p>	<p>Staff will have certified training in the use of the Evac Chair and defibrillator.</p> <p>The locations of emergency equipment will be reviewed.</p>

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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Student planners • Large print resources as required • Induction loops • Staff trained in supporting pupils with Speech and Language difficulties. • SEND specialist staff • A focus on good relationships with parents and carers of students with SEND. 	To continue and enhance further effective engagement with parents, students, employers and local organisations within and beyond the local community.	Parental engagement – focus for NPQH project for STO. Further rewards events and information evenings planned to bring more parents into school. Hard to reach parents – to be followed up after not attending with calls and visits home by pastoral team. To develop further links with employers to support work experience.	HUR/STO	September 2025	Increased attendance at Parents’ Evenings. Increase in satisfaction rates from parents’ surveys.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Mrs. Rachel Hudson.

Links with other policies

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

- Health and Safety Policy
- Equality Policy
- SEND Policy
- Complaints Policy

Appendix 1: Accessibility audit

The school buildings were built in 2016, and are therefore in an excellent state of servicing and repair. Integral oversee maintenance and servicing, working with our own Health and Safety officer, Laura Rose and site manager, Kenneth Bates. This Accessibility audit serves as a document of the relevant checks and servicing on site.

Feature	Description	Actions to be taken	Person responsible
Number of storeys	3 storeys in the Main Building (MB), 1 storey in the Sports Hall (SH).	Maintain stairwells, corridors, handrails and balconies in a good state of repair – check weekly for wear and tear.	ROL
Corridor access	Corridors in MB form a continuous loop (square configuration), on each of the 3 floors.	Regularly inspect (daily) corridors for obstructions. Ensure fire doors are not blocked at any time.	ROL
Lifts	One lift in the MB, providing access to all floors. The lift can only be used with a key. Keys are provided to students or staff who have disabilities or injuries. The lift has an emergency call button and electronic fault monitoring.	Maintenance and service of lift every month.	ROL
Parking bays	3 disabled parking bays are situated at the closest point of the main car park to the reception of the main building. Additional space is provided around the bays to allow for access and equipment.	Ensure disabled bay markings are clear, undamaged and free of litter – checked daily.	ROL

Feature	Description	Actions to be taken	Person responsible
Entrances	Automated doors provide access to the main reception. Other entrances are Maglock doors, with automatic emergency release.	Ensure doors have appropriate service every week.	ROL
Ramps	None	N/A	
Toilets	9 disabled toilets in the main building, comprising of 2 on each floor. 3 disabled toilets in the new build.	Check alarm system is functioning correctly – once per month. Ensure facilities are in good working order – daily.	ROL
Reception area	The reception area is spacious with ample access and waiting area suitable for wheelchairs. There are automated doors to the main entrance to reception, an accessible reception counter, and a disabled toilet. There is also a loop system in reception, extending to the main hall and dining room.	Ensure reception area is clear and accessible at all times, daily check.	ROL
Internal signage	Signage throughout the site is provided to indicate access, emergency equipment and exits, room and floor information, and the school vision. Emergency signage is lit.	Ensure all signage is secure – daily. Ensure emergency lighting is functioning – daily. Review signage provision – yearly.	ROL

Feature	Description	Actions to be taken	Person responsible
Emergency escape routes	<p>9 emergency exits on lower floor of MB. 6 emergency exits in SH. Evac chair on 3rd floor near main staircase and on 1st floor in new build. Defibrillator located near main hall.</p>	<p>Ensure all emergency routes are unobstructed for freedom of movement – daily. Ensure routes are clearly marked – review yearly. Ensure exits unlock automatically when alarm is triggered – weekly. Ensure staff are trained to use Evac chair and to support a disabled person out of the building in an emergency – reviewed yearly. Review location and number of Evac chairs and other emergency equipment – yearly. Review location of defibrillator – yearly.</p>	ROL