



# **Accessibility Plan**

## **(and policy for developing and reviewing the plan)**

**Produced by Broughton Hall Catholic High School**

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### **Document Status**

<b>Version</b>	<b>Date</b>	<b>Action</b>
Version 1	December 2020	
Version 2	November 2021	Updated to current legislation and formatted. Policy agreed by Governors.
	March 2025	Updated in line with current legislation. Reviewed by Governing Body.
Review Period	Every 3 years	Next review March 2028

## **Policy for Developing and Reviewing the Accessibility Plan**

### **Introduction**

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a '*physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must not discriminate for a reason arising in consequence of a child or young person's disability.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children/ young people more favourably than non-disabled children/ young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children/ young people without disabilities.
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and

must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### **The Responsible Body**

The responsible body at Broughton Hall Catholic High School is the Governing Body who must prepare:

- an accessibility plan;
- further such plans at such times as may be prescribed

An accessibility plan is a plan for, over a prescribed period:

- increasing the extent to which disabled children/ young people can participate in the school's curriculum
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children/ young people are able to take advantage of education and associated services provided or offered by the school
- improving the delivery to disabled children/ young people:
  - within a reasonable time, and
  - in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children/ young people who are not disabled.
- An accessibility plan must be in writing
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it
- It is the duty of the responsible body to implement its accessibility plan

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans have been in place since April 2003.

**The Statutory Policies for Schools (Sept 2014)** states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

### **Other relevant legislation, regulations & guidance;**

- Children & Families Act (2014)
- The Special Educational Needs & Disability Regulations (2014)
- The SEND Code of Practice (revised April 2015)
- Supporting pupils at school with medical conditions (2014)
- Working Together to Safeguard Children (2013)
- Reasonable adjustments for disabled pupils (2012)
- Disability Discrimination Order (2006)

- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The Children Act 1989 Guidance and Regulations Volume 2 & 3
- DfES “*Accessible Schools: Planning to increase access to schools for disabled pupils*”
- Health Standards (England) Regulations 2003

## **The School's Context**

We are a maintained school for children/ young people who age from 11 years to 18 years. The school comprises of 3 buildings covering a large site, mostly of two or three storey construction.

In the academic year 2024/25 (February data), we had 211 children/ young people identified as having a disability under the given definition.

## **The School's Aims**

Founded by the Sisters of Mercy, Broughton Hall Catholic High School is committed to the Catholic Education of girls through Gospel values which permeate the life of the school.

Broughton Hall Catholic High School aims to:

- Recognise, nurture and celebrate the unique gifts, dignity and potential of each individual
- Develop a caring, joyful and friendly community in which all work hard and are happy
- Achieve excellence through an education which:
  - Is concerned with the whole person
  - Enables each person to develop spiritually, aesthetically, vocationally, physically, academically
- Foster a strong sense of community by:
  - Generosity of spirit
  - Sensitivity and tolerance
  - Forgiveness and compassion

The objectives of Broughton Hall are to:

- Ensure that all school policies and documents are rooted in these aims
- Ensure that each pupil leaves with a positive self-image
- Provide a curriculum and teaching strategies which acknowledge and respond to the needs of all
- Create a welcoming, safe, attractive environment
- Promote an awareness of equal opportunities, social justice, peace and global issues
- Strengthen the partnership of staff and pupil with parents, governors, parishes and local community, united in a common purpose

## **Formulating our Accessibility Plan**

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEND Governor**
- **Head Teacher**
- **SENCO**
- **School Business Manager**
- **Premises Manager**

## **Process**

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan (and included it in the governors' report to parents).
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- Continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provider for Childe / young people so that we can improve the access for both individuals and groups;
- Work to provide an atmosphere where all children / young people feel safe and valued;
- Promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- Examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

### **Accessing the School's Accessibility Plan**

The plan will be available on the school website and in other languages or different formats (for example in large print, in Braille or audio) by contacting the school admin on 0151 541 9440 or via email to [admin@broughtonhall.com](mailto:admin@broughtonhall.com).

### **Other School Policies & Documentation**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Health & Safety
- Special Educational Needs Policy and the school's SEND Information Report.
- Behaviour for Learning
- School Development Plan
- School Mission Statement

The School's Complaints Procedure covers the Accessibility Plan.

## Accessibility Plan

**Aim 1 – to increase the extent to which pupils with disabilities can participate in the school curriculum.**

Short Term & Ongoing				
Targets	Strategies	Timescale	Responsible	Success Criteria
To liaise with primary schools and parents/ carers to review needs for intake for future cohorts.	<p>To identify pupils who may need additional to or different from provision for future intakes.</p> <p>Liverpool city council SENDCo Speed dating – Transition day</p> <p>School visits to our local schools to aid support.</p>	<p>Each intake</p> <p>Each In Year Transfer</p>	SENDCo  Support Managers for Year group	Adjustments, procedures, equipment, ideas set in place by September for that intake/ or transfer date.
To provide enhanced transition for students with EHCP or a significant difficulty.	Transition week – will allow for a cohort to spend each morning with us and develop	June each year	SENDCo  Nurture Team  Year 7 team	Students and parents will report a smooth transition into year 7.  Staff will be confident in completing pupil passports for their cohort before they arrive to secondary school
To develop a nurture provision for students with complex needs to participate in the school curriculum	<p>Trail year – to be completed 24/25</p> <ul style="list-style-type: none"> <li>- Creating nurture area with resources and bespoke layouts including ‘zoning’</li> <li>- Recruitment</li> <li>- Curriculum to be planned reviewed by subject areas</li> <li>- Pupil and parent voice to be taken.</li> </ul>	Ongoing	SENDCo  Nurture staff team  Subject leaders	Nurture provision will allow for learning of curriculum in a bespoke way, students will make progress and will transition to mainstream lessons.

To screen all Years 7, 8 and 9 reading ability to inform identification and support strategies including assessment for exam access arrangements.	GL reading assessments  CAT 4 testing  Reading age test  Reading Fluency tests  Lucid Exact – Year 9  Assessments for exam Access Arrangements – Year 9	Each intake  Each In Year Transfer	Reading Lead  SENDCo/ assistant SENDco  Exams officer  AHT for assessment	Students requiring additional support are identified and supported.  Exam Access Arrangements are put in place to support students with SEND.
Information made available to parents/ carers and students using the website.	The development of parent/ carer and student information including coursework, homework, resources.  Relevant communications posted by curriculum staff.  SEND information report and SEND policy.  SEND padlet	Ongoing	Heads of Department  Heads of Year  Assistant SENDCo	Adults and students can access relevant information on line and at home using IT accessibility as required.
Liaise with specialist agencies to ensure that strategies are used to support emotional wellbeing and teaching and learning are appropriate and updated as required.	Pastoral meetings.  SEN review meetings. Agency assessment and liaison as appropriate.  Strategies given by specialists and implemented by staff. (SENISS and EP services)	Ongoing	SENDCO  SEND Team	Appropriate support strategies are identified and implemented. There will be increased opportunities for students to be included in learning activities.  Relevant monitoring will take

				place and adjustments made as appropriate.
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<b>Medium Term</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsible</b>	<b>Success Criteria</b>
To enhance the provision of specialist equipment. E.g. computers, keyboards, laptops, tablets, voice recorders, spellcheckers etc.  Adjustable height chairs and specialist equipment will be available for students with disabilities.	SEND department to update stock.  Departments to be encouraged to purchase appropriate resources and look to increase IT opportunities within subjects for students requiring scribes and readers for exams.  Liaise with OT team for advice on the best equipment to purchase.  Relevant catalogues made available to subject Departments.	Ongoing	SEND Team  Heads of Year	Specialist equipment will be on site to use as and when needed.  There will be enhanced access to the curriculum and increased opportunities to present alternative ways of recording work.  Exam Access Arrangements will be put in place and put into practice.

<p>Specialist training for SEND staff to enhance departmental and school expertise on up-to-date strategies to be used across a range of disabilities relating to SMEH (Social, Mental and Emotional Health).</p>	<p>To access Local Authority courses and to identify any other training relevant to SEN staff.</p> <p>Link with pastoral staff and tap in to their expertise.</p> <p>For staff to disseminate good practice to current staff and all new staff joining the school.</p> <p>Advice and training from specialist outside agencies.</p>	<p>Ongoing</p>	<p>SEND Team Deputy Head with responsibility for training</p>	<p>An increased awareness of CPD opportunities.</p> <p>An increased awareness of strategies available to staff.</p> <p>Pastoral input used much more to support CPD, including whole school training.</p>
<p>To take account of students and adults with disabilities when organising events and trips.</p>	<p>Forward planning to include accurate SEND and medical information including use of interpreters, adult support, mobility issues when using/ hiring buses, toileting facilities etc.</p>	<p>Ongoing</p>	<p>Trip and event leaders EVC</p>	<p>Students and adults are able to access events safely.</p> <p>A range of opportunities will be developed through positive planning and risk assessments.</p>
<p>To finely review attainment of all SEND pupils.</p>	<p>SENDCO &amp; Head of Year meetings.</p> <p>Pupil progress meetings.</p> <p>Scrutiny of assessment system.</p> <p>Regular liaison with parents/ carers.</p>	<p>Termly</p>	<p>SENDCO Head Teacher Heads of Year Head of Subjects</p>	<p>Progress made towards Pupil Profile targets.</p> <p>Provision mapping shows clear steps and progress made</p>

<b>Long Term</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsible</b>	<b>Success Criteria</b>
SEND Governor & SENDCO to review SEND provision.	Learning Walks.  Monitoring and review of Pupil Profiles.  Pupil Voice.	Termly	SENDCO  SEND Governor	Inclusive provision with all children engaged.
To deliver findings to the Governing Body.	Executive & Finance Committee.  Full Governors Meeting.	Annually	Head Teacher  SENDCO  SEND Governor	Governors fully informed about SEND provision and progress.

**Aim 2 – To improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.**

<b>Short Term &amp; Ongoing</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsible</b>	<b>Success Criteria</b>
Improve physical aspects of school environment.	<p>The school will take account the needs of pupils, staff 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, and colour schemes, and more accessible facilities and fittings.</p> <p>Staff trained in fire evacuation procedures including Evac chairs and Personal Emergency Evacuation Plans (PEEPs).</p> <p>Sensory room fully equipped.</p>	Ongoing	Head Teacher SEND Team School Business Manager Premises Manager	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils with medical conditions are met fully within the capability of the school.	<p>To conduct parent/ carer interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p> <p>To ensure training opportunities are provided from external agencies to ensure we are competent with medical needs.</p>	With immediate effect and constantly reviewed	School Business Manager SENDCO Student support manager Other agencies as Applicable	Medical needs of all pupils with medical conditions are fully met.

Ensuring parents/ carers with disabilities have every opportunity to be involved.	<p>Adopt a more proactive approach to identifying the access requirements of parents/ carers with disabilities.</p> <p>If required: Utilise disabled parking spaces for parents/ carers with disabilities to drop off &amp; collect children.</p> <p>Arrange interpreters from the RNID to communicate with parents/ carers with hearing difficulties.</p> <p>Offer a telephone call to explain letters home for some parents/ carers who need this.</p> <p>Introduce SEND coffee events</p>	With immediate effect and constantly reviewed	Whole School	Parents/ carers with disabilities are not discriminated against and are encouraged to take interest and be involved in their child's education.
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<b>Medium Term</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsible</b>	<b>Success Criteria</b>
To install automatic door openers to the internal fire doors.	To review all internal doors held open to enable full access to pupils, staff and visitors with mobility issues and those who use wheelchairs. Doors automatically close upon activation of the fire alarm.	June 2025	Premises Manager	Pupils, staff and visitors able to navigate way around school independently.

<b>Long Term</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsible</b>	<b>Success Criteria</b>
All areas of school to be meet the needs of all pupils, staff and visitors.	Appropriate access at entrances to the main reception of school.  Differentiated skirting boards and door frames – in main school site.	2024-2025	Premises Manager	Safety adjustments in place enabling safe access and mobility.

	<p>Consider hearing loop solutions across the school.</p> <p>Invite sensory services to audit our premises and provide further guidance.</p>			
To maintain physical access in and around the building.	<p>To maintain the disabled parking spaces and access points within school.</p> <p>To look at the main entrance access in line with this part of the school being a listed building.</p>	2024-25	Head Teacher Premises Manager	Safer mobility around the school site.

### Aim 3 – To improve the availability of accessible information to pupils and parents with disabilities.

<b>Short Term &amp; Ongoing</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsible</b>	<b>Success Criteria</b>
To ensure all children have access to the curriculum.	<p>Regular communication with parents/ carers.</p> <p>Individualised multi-sensory teaching strategies used for children if required.</p>	Ongoing	SENDCO Teachers LSAs	All children able to access information.
To enable improved access to written information for pupils, parents and visitors.	<p>Raising awareness of font size and page layouts to support pupils with visual impairments.</p> <p>Continue to ensure accessibility requirements for assessments are catered for.</p> <p>Auditing signage around the school to ensure that is accessible to all.</p> <p>Offer a telephone call home to explain letters home for some parents/ carers who need this.</p>	Ongoing	SENDCO Teachers LSA's Assessment Officer	Access for all to written information

<b>Medium Term</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsible</b>	<b>Success Criteria</b>
To review children's records ensuring school's awareness of any disabilities of pupils or parents/ carers.	Information collected about new children and if applicable parents/ carers.  Pupil Profile meetings.  Medical forms updated annually for all children.  Catering staff aware of any relevant needs, allergies, etc.	Ongoing termly	SENDCO  Admin Team  Support managers	Accessible information available to parents and pupils.
School records to be reviewed and improved where necessary.	Record keeping system to be reviewed.	Ongoing	School Business Manager  Admin Team  Pastoral team	Effective communication of information about disabilities throughout school.  3 contacts held for every child.