



Broughton Hall High School Technology College

ACCESSIBILITY PLAN AND DISABILITY EQUALITY SCHEME

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INTRODUCTION

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under part 4 of the DDA:

- **Not to treat disabled pupils less favourably for a reason related to their disability;**
- **To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;**
- **To plan to increase access to education for disabled pupils.**

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Definition

Many educationalists confuse the term as referring exclusively to those people with a physical disability and therefore focus entirely on physical access issues. The act defines disability as:

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

Therefore accessibility plans must also consider all aspects of special educational need.

The following statements are drawn from the Salamanca Statement UNESCO 1994.

- Every child has a fundamental right to education and must be given the opportunity to achieve and maintain acceptable levels of learning.
- Education systems should be designed to take account of the diversity of children's unique characteristics, interests, abilities and learning needs.
- Those with special educational needs must have access to mainstream schools, which should accommodate them within a child-centred pedagogy capable of meeting these needs.

1. STARTING POINTS

1A: The purpose and direction of the school's plan: vision and values

Mission statement

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

Aims

- To recognise, nurture and celebrate the unique gifts, dignity and potential of each individual
- To develop a caring, joyful and friendly community in which all work hard and are happy
- To achieve excellence through an education which:
 - Is concerned with the whole person;
 - Enables each person to develop spiritually, aesthetically, vocationally, physically, academically
- To foster a strong sense of community by:
 - Generosity of spirit;
 - Sensitivity and tolerance;
 - Forgiveness and compassion
- That prayer and worship underpin the daily life of the school.

Objectives

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

1B: Information from pupil data and school audit

The following information has been gathered from Broughton Hall's pupil data and school audit. The school has used this information to inform its planning to provide a better access for all its students over the next three years.

Within our present school population we have students with a variety of need. There are 183 students on the special needs register. These include students with formal assessments and medical conditions.

For up to date information about SEN students please contact Mrs P Hible, SENCO, on 0151 235 1556.

We are also aware that there are other students who are in our population who's need is not severe enough to be formally identified or parental or student wishes are such that they prefer not to disclose information to the school.

This information is vital for Broughton Hall High School to plan what is suitable in order to give the best access to the curriculum for all of our students.

1C: Views of those consulted during the development of the plan

The development of this plan has been guided and monitored by Liverpool LA through formal training sessions. Parents have been asked to give their opinions on information on their child's needs and key students have been asked for their opinion on how their need is catered for at Broughton Hall High School and how could we make their experience of school life better. Medical and outside agencies have been asked informally their opinion in the light of this plan and visitors to the school have been asked their opinion on signage, car parking access and toileting facilities. All this information has led to the adjustment of and prioritising of areas of this plan. For example signage must be at the correct height for wheelchair users to see. Also Braille signage for our students who take part in certain curriculum areas from St. Vincent's.

As a result of this discussion, it has been agreed by all parties concerned that great improvements have been made with the targets of the 2011/12 plan for the new school building. There has been improved lighting and the access to the buildings due to the improved car parking, ramps and emergency evacuation system. Assessments and exam arrangements to meet all students needs have been improved and acquisition of aids in practical subjects to promote independent curriculum access has been very useful.

Opinion of our physically disabled visitors was that the disabled toilets need to be installed in all school buildings. The sensory impaired students require an emergency and evacuation system with sound and flashing lights in all main corridors of the school building and learning hubs. Some parents felt that communication could be

speeded up by using email, where agreed by Progress managers directly to staff, particularly the SENCO. This is an area the school has addressed.

2. THE MAIN PRIORITIES IN THE SCHOOL'S PLAN

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The school will make reasonable adjustments to meet pupils needs in the following areas over the next three years:

- Teaching and learning – curriculum differentiation and the preparation of Learning Support Profiles (LSP) and individual behaviour plans (IBPs)
- Classroom organisation
- Timetabling- including movement between lessons
- Grouping of pupils
- Homework
- Access to school facilities
- Activities to supplement the curriculum e.g. Educational visits and residential trips
- School sports
- Interaction with peers
- Assessment and exam arrangements
- Arrangements for working with other agencies
- Preparation for transition
- Translation and interpretation for pupils for whom English is an additional language.
- Withdrawal for multi-sensory work in literacy by speech and language specialist Teaching Assistant.
- Lexia computer software reading programme in Years 7 and 8.

Teachers will aim to be flexible to adapt their teaching approaches, to enable pupils with disabilities to learn to learn effectively in their classrooms.

From our audit it is felt that staff need to have training to increase their awareness of how to overcome the barriers to learning that are created by some medical conditions or by the lack of suitable courses.

Targets for curriculum access informed by audit of pupil needs for the next three years are:

- **Short term** - To provide on going staff training to increase awareness of individual pupil needs with Aspergers/Autism ASD.
- **Medium term** - To provide alternative curriculum for pupils most in need
- **Long term** - To improve access to the curriculum content for all, by appropriate intervention from Teaching Assistant/staff and use of resources.

Please see Access Plan.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school will undertake to continue to use the professional survey of the physical environment of the school and to continue its implementation of the recommendations of the survey in relation to buildings upkeep and to make reasonable adjustments to increase disabled pupils to take advantage of education and associated services in light of relevant budget available over the next three years.

Targets for information access informed by Audit of pupil, parents and visitors needs and building survey for the next three years are:

- **Short term** – To improve signage around school for all visitors.
- **Medium term** – To ensure that staff are familiar with technology and use of equipment to enhance access to learning for the hearing impaired.
- **Long term** – To improve accessibility of information sent to all parents and guardians.

Please see Access Plan.

3: MAKING IT HAPPEN

3A: Management, Coordination and Implementation

The actions that Broughton Hall High School has decided to carry out following our self review are covered in the enclosed access plan which shows the Short, Medium and Long Term targets to make reasonable adjustments over the next three years.

Using this plan the school will seek further guidance from Liverpool LA in relation to best practice approaches to the monitoring of the Accessibility Plan.

The Senior Management Team will establish:

- Clear criteria for monitoring the development of the Accessibility Plan
- Undertake further self review of the plan annually in light of updated LA guidance
- Establish INSET priorities for relevant staff
- Seek clarification from partner schools of current accessibility procedures
- Include in reports to Governors progress on the Accessibility Plan development

Make annually presentation to full governing body on:

- Examples of best practice.
- Guidance from physical environment survey, pupil data and school audit.

It would seem appropriate that the SEN link governor where feasible participate in relevant INSET in relation to the development of the Accessibility Plan.

3B: Getting hold of the School's Plan

Copies of this plan can be obtained in the following way:

- A hard copy can be obtained on request.

Tel: 0151 235 1500

- A copy can be down loaded from the school website
www.broughtonhall.com

ACCESS PLAN

Curriculum Access

Time Scale	Targets	Activities	Outcome	By When	By Whom	Success Criteria
Short Term	To provide on-going staff training to promote literacy across the curriculum KS3/4 with SEN. Training required to support students with ASD.	SENCO organise continued training for staff and new staff in supporting SEN students, including differentiation.	To understand strategies to support SEN students and employ them in the classroom	July 2013	SENCO and outreach specialists where required.	Enhanced awareness of diversity and full inclusion for pupils with SEN.
Medium Term	To provide alternative curriculum for pupils most in need. On-going development of "Opening Minds" curriculum at Yr 7.. BTec at KS4/5.	Investigate types of alternative curriculum. Look at developing and extending KS4 to Diploma or Level 3 BTec courses in 6 th Form.	To provide courses for more vocational diplomas in 6 th Form. Available to all students. Supported by Intervention.	Sept 2013	SMT Departments	Improved motivation of students. Raising achievement focus on KS5. Appropriate curriculum for all ability levels in 6 th Form.
Long Term	To improve access to the curriculum for all, by successfully achieving an inclusive curriculum model.	Continued development of Business and Media Diplomas, Design Technology and Art BTEC into Level 3 Diplomas in 6 th Form.	A range of BTec courses and diplomas accessible to all students. Promotion of 6 th Form in local community.	Sept 2014	SMT Departments	Improved results, attendance and student motivation.

ACCESS PLAN

Information Access

Time Scale	Targets	Activities	Outcome	By When	By Whom	Success Criteria
Short Term	Improve signage around school for all visitors in new school.	Use of audit to identify areas in new school where additional or different signage is needed. Alter signage as needed.	Areas and types of signage identified and installed.	Summer 2013 On-going	Experts Caretaker SENCO	Clear signage which is user friendly.
Medium Term	Continued training on promethean boards to enhance access to learning for the hearing/visually impaired.	Work with hearing/visually impaired student and relevant experts to inform staff training.	Raise staff awareness. Consolidate staff knowledge.	From Sept 2011 On-going	SENCO Experts	All staff use any technology for hearing/visually impaired students to allow easy access to the curriculum. Hearing loop installed into new building.
Long Term	To improve accessibility of information sent to all parents and guardians. Workshops for parents of SEN students in how to support dyslexia/ learning difficulties.	Assess need of parent or guardian from admission data. Produce information in accessible format.	Information sent to students parent or guardian in format most suitable for ease of access. Timing of school day.	Sept 2013	SENCO SMT DOL	All information sent to parents or guardians in the best format for accessibility of content e.g. large print, audio format, coloured paper. Podcast - ICT Radio

ACCESS PLAN

Physical Access

Time Scale	Targets	Activities	Outcome	By When	By Whom	Success Criteria
Short Term	To develop emergency evacuation system in line with new building. Practice – students made aware of procedures.	Look at plans of new building and plan evacuation route. Improve auditory/visual alarm system.	Visual and auditory alarms in place. Evacuation routes defined and posters around new school.	December 2012	Building Manager in conjunction with relevant experts.	Visual and auditory alarm system in place. Clear plan of evacuation procedures established.
Medium Term	Ground floor hub, fire door next to staircase made into entrance/ exit door from yard to ease flow of students into hubs and canteen.	Audit of toilet facilities. Renew and add suitable facilities. Toughened glass on toilet doors etc. Audit of double doors open/close v. heavy	Fire door ground floor hub changed to similar door to glass corridor. Tougher glass on toilets in hubs. Double doors through new school open more easily.	July 2012	Building Manager in conjunction with relevant experts.	Suitable adjustments made to double doors for disabled access and improvement of access/ egress of students from yard. Improved glass strength in toilet doors.
Long Term	Looking at hearing loop requirements for auditory requirements.	Look at plans of new building, and installation of learning loop.	Disabled facilities in Dance Drama in new building. Install hearing loop in Dance Drama.	July 2013	Building Manager in conjunction with relevant experts.	To have disabled facilities on three floors of the new school building in all accessible learning facilities.