



**Accessibility Policy and Plan**

**2024-2026**

<b>Review Date</b>	<b>Reviewed by</b>	<b>Date of next Review</b>
<b>September 2024</b>	<b>Gemma Trickett / Davle Harrison</b>  <b>28.8.24</b>	<b>August 2026</b>
<b>August 2026</b>		

BFC School strives to ensure that the culture and ethos is that, whatever the abilities and needs of members of the school community (Staff, pupils, visitors), everyone is equally valued and treats one another with respect (Core Values).

### **Objectives**

- Reduce and eliminate barriers of access to the curriculum
- Full participation in the school community for staff, pupils and visitors.
- Pupils will be provided with the opportunity to experience a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.
- Endorse BFC School core values, which underpin an inclusive curriculum.
- Be provided with the opportunity to experience, understand and value diversity
- Not treat disabled staff / pupils less favourably.
- Take reasonable steps to avoid putting disabled staff / pupils at a substantial disadvantage (the 'reasonable adjustment' duty).

### **The definition of disability : *Someone with a physical or mental impairment***

The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with certain conditions are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled

### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances, behaviour difficulties arising from social and domestic circumstances.

### **BFC School recognise its duty under the Equality Act 2010**

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an academy or other education provider to treat a disabled employee/ student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

### **Scope of the Accessibility Policy Plan, covering all 3 main parts of the planning duty:**

*1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take advantage of education and associated services.*

This part of the plan covers aids to improve the physical environment of BFC School and physical aids for staff and pupils within the organisation. Our physical environment includes corridors, exterior surfaces, paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture aids to physical access include widened doorways, electromagnetic doors, adapted toilets and washing facilities. Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards and specialist pens and pencils.

The provision of specialist equipment or support will be made through the SEND local offer. SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of pupils and staff (and future pupils and staff) within the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school would, as a general measure, provide blinds and adjustable lighting through the building's planning duty and access to large print facilities.

### *2. Increase the extent to which disabled pupils can participate in School's curriculum.*

BFC School's curriculum is carefully designed to meet the needs of all pupils and ensure full access to a broad, relevant curriculum. We ensure that teaching and learning is accessible through school design and organisation, especially deployment of staff, timetabling, curriculum options and staff information and training. BFC School will implement all reasonable adjustments, to ensure full equitable access to the curriculum for all pupils, as soon as is practically possible. BFC School strives to access all relevant admission data in order to implement adjustments prior to admission, with stakeholder voice. The accessibility strategies and plans will help to ensure that BFC School is in the forefront of planning and preparing to respond to the needs of each pupil.

### *3. Improving the delivery of information to pupils with disabilities and/or protected characteristics.*

Any pupils requiring additional support are clearly identified on entry through the referral process. Those requiring specific support are known by staff through 'passports' so their needs can be met in lessons through differentiation. Pupils are allocated conscious, deliberate and purposeful additional learning support, informed by assessment and existing plans eg EHCPs.

### **Aims (2024 – 2026)**

BFC School aims and continues to include all pupils, including those with disabilities, in the full life of our school. Our strategies include:

- Having high expectations of all pupils.
- Enhancing and adapting existing ways in which all pupils can take part in the full curriculum including sport and music.
- Planning inclusive out-of-school activities, including all visits and trips.
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities and/or other protected characteristics, or treat them unfairly.
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- Adapting our physical environment to cater for the needs of staff, pupils and visitors with disabilities, through building plans and strategies within the organisation.

- Providing written information for pupils with disabilities in a form which is appropriate to enable full access and engagement.

### Monitoring and Evaluation

BFC School recognises that monitoring is essential to ensure that people with disabilities and/or protected characteristics are not being disadvantaged, and that monitoring leads to timely and appropriate action planning.

BFC School will monitor and evaluate:

- Admissions
- Attainment
- Attendance
- Sanctions
- Exclusions
- Selection & recruitment of staff

Action Area	Timescale
Curriculum – BFC School aims to further recognise diversity through project-based learning and PSHE for under-represented groups, so that all pupils feel valued and included in our school community.	Ongoing
Monitor demographic data to deliver effective and appropriate training and inform the curriculum	Ongoing
To work with Blackpool FC Community Trust to identify funding to provide more access to technology to enhance curriculum learning and develop more inclusive assessment methods.	Ongoing
To review, with Head of Operations on at least an annual basis, to ensure the School setting meets the needs of use and users.	Ongoing, at least annually
Teaching assistant– upskill with relevant training to monitor progress of disabled pupils in the classroom. Act upon information provided within the EHCP in consultation with the SENCO	Ongoing Ongoing
Staff – upskill the Curriculum Manager through Educational Leadership Masters to support SLT	Ongoing
Pupils – Ensure that all disabled individuals within the school are treated with respect.	Ongoing
Safeguarding/H&S - Everyone to report issues around disability and propose solutions	Ongoing
Ensure all classrooms and resources are organised in accordance with pupil need and create effective learning environments	Ongoing
Curriculum – access to varied reading stock, increasing the range of reading materials /media to meet school community needs	Ongoing
Enrichment – ensure accessible enrichment activities to allow all pupils to access trips and activities. Consult with pupils and staff regarding what the school offers as part of the enrichment curriculum	Ongoing
Facilities – development of onsite facilities to provide easily accessible open spaces for sport and enrichment. Remove barriers such as transportation.	Ongoing

