

Inclusion is at the
heart of our trust



Accessibility Plan



Document control table	
Document Title	Accessibility Plan
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Version number:	1
Date approved:	October 2025
Approved by:	Headteacher
Date of next review:	October 2028

Document History			
Version	Date	Author	Note of revisions
1	October 2025		New Policy
2			

ACCESSIBILITY POLICY AND PLAN

AIMS

This plan outlines the proposals of the governing body of Blackburn Central High School (BCHS) to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which students with disabilities can participate in the school curriculum, including differentiated teaching, curriculum adaptations, and access to extra-curricular opportunities.
- Improving the environment of the school to ensure that students with disabilities can take full advantage of education and associated services.
- Improving information delivery to students with disabilities, ensuring that information is accessible in formats readily available to other students.

These procedures will be delivered within a reasonable timeframe and in ways determined after taking into account the student's disabilities and the views of parents/carers and students themselves.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure equal opportunities for applicants and staff with disabilities.
- Provide appropriate support and reasonable adjustments to enable employees with disabilities to perform their work effectively.
- Ensure accessibility of the workplace in line with current legislation, including KCSIE 2025 safeguarding guidance.

The plan will be resourced, implemented, monitored, reviewed, and revised in consultation with a range of stakeholders, including:

- Parents and carers of students
- Headteacher and other relevant members of staff
- Governors
- External partners, including SEND services and accessibility specialists

Staff training: BCHS is committed to ensuring that all staff are trained in equality and disability awareness, inclusive teaching practices, and relevant accessibility legislation.

Access: This plan is available online via the school website. A translation service is available, which can convert the PDF into multiple languages. Please save the PDF to your device before using the service. Paper copies, large-print versions, or other alternative formats are available on request from the school office. Please indicate your preferred language or format.

Complaints: The school's complaints procedure includes concerns relating to accessibility. Any issues can be raised via this procedure.

VALUES

BCHS aims to treat all students fairly and with respect, providing access and opportunities without discrimination.

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 students under Part 4 of the DDA:

- Not to treat disabled students less favourably for reasons related to their disability.
- To make reasonable adjustments to prevent disabled students from being at a substantial disadvantage.
- To plan strategically to increase access to education for disabled students.

BCHS has a strong commitment to equal opportunities and accessibility, embedded in its:

- School Aims, Values, and Ethos
- Equal Opportunities Policy
- Anti-Bullying Policy
- SEND Policy
- Behaviour Policy
- Health and Safety Policy
- Inclusion documents

Accessibility is embedded across the school's practices, including:

- Curriculum development and delivery
- School improvement planning
- Maintenance and improvement of the physical environment
- Professional development for staff

BCHS operates a whole-school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled students. Leadership is shared according to area of responsibility:

- Curriculum leaders → academic accessibility
- Pastoral leaders → inclusion in school life
- Senior leadership team → oversight, monitoring, and reporting to the governing body

LEGISLATION AND GUIDANCE

This document meets the requirements of:

- Schedule 10 of the Equality Act 2010
- DfE Guidance for Schools on the Equality Act 2010
- SEND Code of Practice (2015)
- KCSIE 2025 safeguarding guidance

Definition of disability:

An individual is considered disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

- Long-term = 12 months or more
- Substantial = more than minor or trivial
- Physical impairments include sensory impairments (visual or hearing) and long-term health conditions, e.g., asthma, diabetes, epilepsy, cancer

Reasonable adjustments may include:

- Auxiliary aids (e.g., radio microphones for teaching hearing-impaired students)
- Adjustments to premises, classrooms, or teaching arrangements
- Digital accessibility tools for learning and communication

School building and environment:

- Opened in 2012; fully DDA compliant
- Two passenger lifts, wide access doors, and movement spaces ensure accessibility on all floors
- Accessibility will be maintained during any improvements, alterations, or updates

The accessibility plan is resourced, implemented, monitored, reviewed, and revised annually, with input from all relevant stakeholders to ensure continuing compliance and improvement.

ACTION PLANS

These action plans set out the aims of our accessibility plan in accordance with the Equality Act 2020 to ensure that all students are fully involved in school life by identifying barriers to participation and finding practical solutions.

Plan 1 : Curriculum

The aim of this plan is to maintain access to the curriculum for students with disability and increase access where possible or necessary.

Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Our school offers a differentiated broad and balanced curriculum.	Curriculum and teaching practices are subject to ongoing review to ensure that the needs of all our students are met Heads of Department (HoDs) to adapt subject curricula to meet the needs of all students in light of feedback from reviews	Monitoring, review and evaluation of whole school SEND provision to include: <ul style="list-style-type: none">• Audit of Departmental Curricula• Observations of teaching and support staff• Book scrutinies• Learning walks• HoDs to adapt curricula following	HoDs, SLT departmental links, and SENDCO	At the start of a new school year, and ongoing as necessary	We maintain a differentiated broad and balanced curriculum accessible to all members of our school community. The curriculum changes to meet new arrivals or as individual needs change over the school year.

	Ensure all students' needs are met	reviews			Students on the SEND register make the best possible progress.
SEND register is maintained, shared with staff and reviewed at the start of the year and after 6 months, but students can be added, placed on watch or removed at any point the SENDCO is informed of changes to an individual student's needs.	<p>Staff know the needs of the students they teach or support.</p> <p>Sharing and use of SEND information subject to ongoing review</p> <p>Further develop effective communication between learning support staff, teachers, pastoral and wellbeing staff, school counsellors, the School Nurses, and Attendance staff.</p> <p>Improve student tracking and develop more effective process</p>	<p>New arrivals to the school have their needs assessed.</p> <p>Improve communication between learning support, teachers, pastoral staff, counsellors, nurses, attendance</p> <p>Referral of students to outside agencies as necessary for assessment and advice</p>	SENDCO	Start of the year and ongoing as necessary	<p>Staff know how to and do access SEND information digitally</p> <p>All staff attend CPD. New staff have received SEND induction</p> <p>Staff knowledge and expertise of SEND provision ensures they can meet the needs of all the SEND students in their classes.</p> <p>Improved sharing of information through a range of approaches</p>

	for identifying SEND students				<p>Increased staff awareness of the roles and responsibilities of the SEND department and learning support staff, their own accountability for the progress of all students in their lessons, and our approach to identifying individual students with SEND</p> <p>Plans reflect the most recent advice on how to meet an individual student's needs in their class</p> <p>Examinations and assessments are accessible to all students so</p>
EHCPs / IPRAS and are shared with staff	<p>Staff aware of individual needs</p> <p>SEND register with additional information and strategies are shared with all staff</p>	Establish ongoing Assess Plan Do Review (ADPR) processes for these students		<p>Start of the year</p> <p>February half-term</p>	
Teachers and support staff receive quality CPD regarding SEND legislation and the school's provision, emphasizing the importance of appropriate differentiation of resources and lesson objectives.	Staff have a better understanding of how different needs form barriers to learning and have the strategies and techniques to overcome them.			CPD provided in Autumn term	
Tests and Exams are presented in a format which all pupils can access, including	<p>Assessments accessible</p> <p>Heads of departments (HoDs) and</p>	Establish ongoing Assess-Plan-Do-Review (APDR) process	HoDs, SENDCo, Exams officer		

<p>those with SEND. Individual access arrangements to be in place for individual pupils, where required, including:</p> <ul style="list-style-type: none"> • Readers • Scribes • Extra time • 'Prompters' • Word processors • Touch typing software • 'Reading' pens • Colour overlays / paper • Ear defenders 	<p>Exams Officer to liaise with Exam Boards to ensure provision of appropriately modified scripts in public exams.</p> <p>HoDs to ensure access arrangements are provided (in line with JCQ guidelines) in internal tests and exams.</p> <p>Establish effective and timely procedures for the identification and assessment of access arrangements</p>		<p>HoDs and teaching and support staff</p> <p>SENDCO, assistant SENDCO and HoDs</p>		<p>that individual SEND students are not disadvantaged by their needs and can evidence their progress</p> <p>Students on the SEND register make the best possible progress.</p> <p>The progress gap between Non-SEND and SEND students continues to narrow</p>
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Plan 2 : School physical environment

The aim of this plan is to improve and maintain access to the physical environment.

Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Our school building is split across 3 levels with access available by stairs or 2 lifts between each level</p> <p>The outside environment (play grounds, seating areas, MUGAs, playing fields and all-weather pitches) is also split across 3 levels with access available by steps or ramps</p> <p>Entrances to the school are flat and have wide doors.</p> <p>Corridors and internal doorways are wide enough to be easily accessible for wheelchair users.</p> <p>All areas of the school are well lit.</p> <p>Disabled toilet facilities are available fitted with a handrail, a pull emergency cord, and a door lock at wheelchair height.</p>	<p>All our facilities are subject to ongoing accessibility review</p>	<p>Review accessibility to all areas with respect to the current disabilities of all our students, staff and potential visitors, and make planned improvements where necessary.</p> <p>Consult students and parents / carers and if appropriate outside agencies (for example, SEND SS VI team, Fire Service) to plan adjustments to the school environment.</p> <p>Maintain disabled toilets, signage, escape sledges, adjustable classroom furniture</p>	<p>Headteacher, Business and Operations Manager, SENDCO, EQUANS (site) staff</p>	<p>Ongoing</p>	<p>All students, staff and visitors can access all areas of the school building and external environment.</p> <p>Students can be safely evacuated from all parts of the school building in case of emergency such as fire.</p>

<p>Library shelves are at wheelchair accessible height</p> <p>Height adjustable classroom tables and benches, and accessible sinks in Science, Food technology, Access and Art rooms.</p> <p>Internal signage clearly marks emergency escape routes</p> <p>Each stairwell has a safe zones at every level and communication for a wheelchair user. Escape sledges are available at the top of each stairwell.</p> <p>Where necessary, individuals have written Personal Emergency Evacuation Plans (PEEPs). These are practised at least once a year with the individual and their support staff.</p> <p>Disabled parking bays on lower level of staff car park.</p> <p>Pedestrian access ramp between middle and lower car park levels.</p>		<p>Use admissions forms and meetings to inform any access needs.</p> <p>Any planned changes to the current building or external environment to take into account access needs.</p> <p>Daily checks to ensure fire escape routes and exits are clear</p> <p>Practise escape drills for disabled students enough times for staff and students to be confident with escape procedures.</p> <p>Ensure emergency signage is clear and at a level for all students and staff to see.</p>			
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Plan 3 : Information

The aim of this plan is to improve the provision to disabled pupils and their parents /carers of information which is already in writing (printed or digital) for students who are not disabled.

Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
BCHS uses a range of communication methods to make sure information is accessible in school. This includes : <ul style="list-style-type: none">• Internal signage of room numbers and subject areas• Large print resources• Braille signs on disabled toilets• Flashing alerts are installed in the disabled toilets to work with the fire alarm for HI students, staff and visitors to access the alert	Review the effectiveness of the information sharing processes to ensure the right systems are in place to meet the individual needs of our disabled students and their parents / carers.	Plan and implement an annual review of disabled access to information in collaboration with students and parents / carers to ensure that information sharing processes meet individual needs and implement improvements where necessary .	SENDCO, Business Manager	February half term, and then ongoing annually	Improved systems across school will ensure all disabled students and their parents / carers are able to access information.
BCHS uses a range of methods to communicate information to parents /carers of disabled students, including : <ul style="list-style-type: none">• Print (letters, reports)• Digital (emails and attachments)• Phone calls• Text messages		Implement any actions required to improve communication in school and with parent / carers Digital, print, phone, email, text;			

<p>School policies and documents are available online on the school website, and paper copies are available free of charge on request from the school office. The website has a link to a translation service which can convert the pdf to many other languages. Users need to download the pdf before using the service. Parents / carers can inform the office of their preferred language, and whether they need an enlarged copy which is easier to read.</p>		<p>translation/large print on request</p>			
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Additional notes:

- All school policies are accessible online, with translation and enlarged print options.
- Information accessibility is reviewed every 3 years and adjusted based on changes in legislation, student and parent feedback.