



Blueprint Accessibility Plan 2021

Introduction

At Blueprint our priority is to ensure that our students, staff and visitors feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can be. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for students and prospective students, staff, parents and visitors with a disability.

Disability is defined by the Equality Act 2010: 'A person has a disability 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 carry out normal day to day activities.' Schools need to carry out accessibility planning for disabled pupils. They have the same duties that previously existed under the Disability Discrimination Act and which have been replicated in the Equality Act 2010:

- to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- to eliminate unlawful discrimination
- to eliminate disability-related harassment
- to promote positive attitudes towards disabled people
- to encourage disabled people's participation in public life
- to take steps to take into account people's disabilities, even where that involves more favourable treatment
- to prepare and publish a Disability Equality Scheme to show how they will meet these duties

Compliance with the above-mentioned legislation is consistent with the school's Aims, Equality Policy and the operation of the school's Special Educational Needs (SEND) Policy. We recognise that it is unlawful to discriminate against a disabled student by excluding him or her from the school for a reason related to the student's impairment.

When recruiting staff, disabled people will not be discriminated against.

We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.

We provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum, underpinning the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to students' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of students;
- by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting students and adults with disabilities.

Accessibility Policy/Plan

An Accessibility Plan forms part of the Disability Equality Scheme and sets out the proposals of the Trustees at Blueprint to improve access to education for disabled pupils in three areas set out in the Equality Act 2010:

1. Increasing the extent to which disabled students can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits). This will be achieved in the following ways:
 - Ensuring that the school is aware of the needs of students, staff and visitors.
 - Close liaison between students, parents and teachers.
 - Risk assessments and reconnaissance trips arranged prior to all school trips.
 - Curriculum differentiated by task and outcome.
 - Staff understanding of the importance of differentiating in terms of teaching style.
 - Specific target setting and monitoring to ensure all students with SEND make at least sufficient progress.
 - Liaison with external agencies e.g. educational psychologists; health officers and therapists.
 - Individual Support Plans in place (if required in schools).
 - Special arrangements made for internal and external exams.
 - Pastoral care available.
 - Related mental health initiatives which increase awareness and understanding around those pupils experiencing emotional difficulty and the support that can be offered.
 - Whole school INSET on SEND and making adequate provision in the classroom.
 - Screening and diagnostic assessment where necessary for SEND.
 - Carers of pupils who are wheelchair users encouraged to be proactive in ensuring inclusivity and constant improvements in terms of access to the curriculum and personal development.

2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services. This will be achieved in the following ways:
 - Wheelchair access to most areas of the school site.
 - Disabled parking spaces.
 - Disabled toilets
 - Personal Emergency Evacuation Plans (PEEPs) produced for all students/staff with mobility problems
 - Individual risk assessments for students with physical disabilities

3. Improving the delivery to disabled students of information which is provided in writing for students who are not disabled. The information will take account of pupils' disabilities, pupils' and parents' preferred formats and be made available within a reasonable timeframe. This will be achieved in the following ways:
 - Use of ICT to enhance documents.
 - Access to assistive technologies as suggested by the Local Authority/Specialist Teaching Service.
 - Use of pupil's own enhancement equipment.
 - Where there are hearing difficulties, consultation with the Local Authority with regard to the use of listening devices and microphones for teachers/pupils.
 - School responds to requirements for public exams as detailed in reports for individuals.