



# SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE

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## ACCESSIBILITY POLICY & DISABLED EQUALITY SCHEME

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<b>AUDIENCE:</b>	Parents, Pupils, Staff, Governing Body
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## Accessibility Policy

### 1. Vision and Values

Sir Thomas Boteler Church of England High School strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion. We promote aspiration in all our students, including those with a disability and aim to ensure that they have the opportunity to participate in every aspect of school life.

In terms of access, Sir Thomas Boteler Church of England High School aims to:

- Respond to students' diverse needs, and
- Overcome potential barriers to learning and assessment for individuals and groups of students.

The SEN and Disability Regulations 2014 extended the Disability Discrimination Act 1995 (DDA) to cover education subsumed by the Equality Act 2010. The Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

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

### 2. Accessibility Strategy

This statement sets out the ways in which Sir Thomas Boteler Church of England High School provides access to education for students with a disability.

A person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities (Equality Act 2010)

**'Substantial'** is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed

**'Long-term'** means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection'.

This definition is broad and includes; learning difficulties, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student's ability to carry out normal day-to-day activities is **adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of students are therefore included in the definition.

### **3. Normal day-to-day activity**

The test of whether the impairment affects normal day-to-day activity is whether it affects the student in everyday life in one or more of the following ways:

Mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects. It also includes speech, hearing or eyesight; memory or ability to concentrate, learn or understand, perception of risk of physical danger.

### **4. Disability and Special Educational Needs (SEN)**

Many children who have SEN will also be defined as having a disability under the Equality Act (2010).

### **5. Purpose of Access plan**

Sir Thomas Boteler Church of England High School's Accessibility Strategy has been produced in response to, and accordance with, the Equality Act (2010).

A number of areas have been considered when compiling this strategy, inclusive of:

- Admissions
- Access to Buildings and Classrooms Evacuation Procedures
- Access to the Curriculum
- Information for Students and Parents

The Governing body of the school sets out the proposal of the plan to increase access to education for disabled pupils in the three areas required by the planning duties in the SEN and Disability Regulations 2014:

1. Increasing the extent to which disabled pupils can participate in the school curriculum. This covers teaching and learning. It also includes the wider curriculum such as participation in after school clubs, leisure and cultural activities, extended school provision or school trips and visits.
2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This would include physical aids and equipment to access education.
3. 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 an action plan showing how the Sir Thomas Boteler Church of England will address the priorities identified in the plan.

## **6. Aims of Plan**

### Aims of Sir Thomas Boteler Church of England High School's Disability Equality and Accessibility Plan

1. To ensure that all students are fully involved in school life by identifying barriers to participation and finding practical solutions.
2. To increase the confidence of staff and support staff when teaching or aiding a wide range of students with disabilities.
3. To develop sensitivity and expertise in approaching the specific needs of a broad range of students.
4. To develop strong collaborative relationships with students and parents/carers to increase the satisfaction of disabled students and their parents or carers with the provision made by the school.
5. To regularly review and evaluate standards of attainment for students with disabilities.
6. To monitor exclusions
7. To look at recruitment and promotion procedures in light of disability legislation.
8. To promote equality of opportunity and positive attitudes towards disabled persons.
8. To encourage the availability of role models and positive images of disability.

Sir Thomas Boteler Church of England High School has a highly commitment to equal opportunities and accessibility as laid out in the School Aims, Equal Opportunities Policy, Anti-Bullying Policy, Child Protection Policy, SEND Policy, Behaviour Policy, Health and Safety Policy and Inclusion Policy.

Sir Thomas Boteler Church of England High school aims to embed accessibility into everything we do. This includes; school improvement, curriculum development, maintaining and improving our physical environment, professional development and within all our planning processes.

At Sir Thomas Boteler Church of England High School, we believe a whole school approach to reducing barriers for all students is vital if we are to ensure all students achieve their potential. **It is the responsibility of every member of staff to remove barriers to learning for disabled students.** Everyone needs to take the lead in respect of accessibility within their areas of responsibility whether that is the curriculum, pastoral or administration.

## **7. Admissions**

The Governors of Sir Thomas Boteler Church of England High School support the Special Educational Needs and Disability Act (2001) and endeavour to provide local children with equal access rights if they can reasonably be provided.

## **8. Characteristics of the School and Access to Buildings**

Sir Thomas Boteler Church of England High School is a below average sized School. The majority of pupils come from areas of relative social and economic deprivation where adults' experience of higher education is well below average.

Our SEF states that the percentage of pupils identified by the school as having SEND is significantly above national average. A total of 101 pupils have been identified as having special educational needs and/or disabilities. Of these, 47 pupils have an Education and Health Care Plan (EHCP) 14 of which have placements within our Designated Provision for Cognition and Learning. Sir Thomas Boteler Church of England High School is very proud of being a known as a highly inclusive educational establishment. The school was built in 1940 and has been adapted over time to enable students with physical disabilities to access all but the Art rooms.

Physical Access Steps already been taken to improve access for users with physical difficulties. Access to buildings is outlined below:

BUILDING NAME	DESCRIPTION
Main Building	<ul style="list-style-type: none"> <li>• Ramped access is provided via main entrance near reception.</li> <li>• Full access to ground floor</li> <li>• Access to first floor can be provided via a platform lift (restricted key access).</li> <li>• Accessible toilets on ground floor (near ground floor lift, opposite LINKS, DT Dept)</li> <li>• Accessible wash/shower room opposite LINKS.</li> <li>• Evac Chair on First Floor – key staff are trained in operation and chair is regularly maintained</li> <li>• Hoist for personal care within the accessible toilet near LINKS</li> <li>• Disabled parking bays</li> <li>• Colour scheme of LINKS was planned with Dulux to support students with specific learning difficulties making it a calm environment</li> <li>• <b>No access to Art Block (new link corridor to provide access via first floor to be complete by end of September 2020.)</b></li> </ul>
Mobile Classrooms	<ul style="list-style-type: none"> <li>• Ramped access is provided via main entrance.</li> <li>• Full access.</li> <li>• Accessible toilet.</li> </ul>
Ball Hall	<ul style="list-style-type: none"> <li>• Ramped access is provided via main and side entrance.</li> <li>• Full access.</li> <li>• Accessible toilet.</li> <li>• Disabled parking bays</li> </ul>

The school will continue to review access to the physical environment for students with disabilities. The school will take account of the needs of students and other users with physical difficulties and sensory impairments when planning future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings

## **9. Evacuation Procedure**

The school's evacuation procedures will be adapted to meet the specific needs of an individual. Relevant procedures will be discussed with the student and parents/carers and a PEEP (Personal Emergency Evacuation Plan) will be drawn up for students with additional needs and/or disabilities. Dependent on the individual needs the student may be allocated a buddy or a dedicated member of staff. Information will be kept on the student's file.

## **10. Curriculum Access: Teaching, Learning and Assessment**

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students regardless of disability should have access to the full National Curriculum, differentiated to take account of access and learning needs.

Access to the curriculum is a key issue for consideration at the stage of admission to the school, transition within the school or when a disability develops. Where appropriate, students may work outside of their key stage. High Need Pupil Profiles (inc. EHCP) and Individual Education Plans (IEP) identified students will address this issue and are kept under regular review. This information is available to all staff via the VLE/intranet and staff shared areas on the school network.

Advice and support, where appropriate, may be sought from appropriate external agencies.

In constructing the school timetable, the school will give sympathetic consideration to individual needs and in conjunction with Pupil Support colleagues will assess a student's need for support and exam access arrangements. For instance, in the event of a temporary injury, or when a pupil is recovering from an injury / mobility issue, such as a broken leg, a Health and Safety Risk Assessment will be undertaken by a member of the Health and Safety team. The ability to access upper floors / move safely around the site will be considered and where necessary suitable alternative arrangements made, and these will be communicated to staff by the Health and Safety team.

The suitability of any event and the need for additional support can be discussed fully with the parents in advance.

## **11. Information for Students and Parents**

Large print format of documentation can be made available if required. The services of a language interpreter or a sign language interpreter can be accessed, with prior notice, via the school to facilitate parental interviews.

If either student or parents have difficulty accessing information normally provided in writing by the school such as worksheets, homework or newsletters then the school will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility and can be found on the school's website or by contacting school:

- **Admissions Policy**
- **Special Educational Needs Policy**

## **Appendix 1**

Sir Thomas Boteler Church of England High School is committed to an inclusive curriculum and we aim to increase access to the school's facilities for all by:

- a) Increasing the extent to which disabled students can participate in the school curriculum
- b) Continue to review and improving the physical environment of the school
- c) Improving the delivery to disabled students of information, which is already in writing to students who are not disabled.

This Plan is underpinned by the following features of the school:

- There is effective planning and liaison between appropriate school and support services working with individual students within school
- The Special Educational Needs and Disabilities Coordinator (SENDCO) and Senior Leadership Team (SLT) have sufficient liaison time for agencies, support staff and families
- SEND Parent group is well attended and massively valued.
- As a school we have high expectations of all students. We aim to establish a positive ethos within the school and within teams of staff within the school. We aim to adopt a 'problem-solving' attitude in order to overcome barriers to learning for individuals
- We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all students

We have a robust system in place for transition, transfers and re-integration of students. This includes gathering and sharing accurate information on the students' strengths, weaknesses and progress trends, together with strategies employed and evaluations of outcomes.

### **Existing Achievement / Provision curriculum**

We believe that we have made good progress in the following areas:

1. Obtaining data on future student population to facilitate advanced planning
2. Liaison with external services and agencies regarding individual students (physical, sensory, learning, behaviour)
3. Using Specialist teachers to support learning and give pastoral and inclusion support
4. Ensuring that detailed student information is given to staff. This is particularly evident through the year KS2 to 3 transition programme which produces detailed pen pictures of every year 7 students.
5. Organising Teaching Assistant (TA) deployment to cover a mix of curriculum needs