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# Accessibility Plan

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Review Date: Autumn 2020

Policy reviewed by Headteacher November  
2019

Signed

Rob Higgins

Headteacher

THE BLUE COAT SCHOOL  
Egerton Street, Oldham. OL1 3SQ

## Blue Coat Accessibility Plan 2019-20

The Blue Coat School is a fully inclusive school which aims to give every student the opportunity to access a full and broad curriculum and feel valued and included within the school community. Despite the difficulties associated with a mixed estate including a landmark listed building on a sloping multi-level site, we aim to make all adjustments possible to support full access for students and staff. We are committed to actively promoting equal opportunities with all staff and students.

### The principles that underpin this plan

In line with the Equality Act 2010 the aims of this policy are to:

1. Ensure all students, including those with a disability as defined within the Equality Act, have access to a full and broad curriculum
2. Ensure that reasonable and suitable adjustments are made to the physical environment to ensure students with a disability can participate fully in school life
3. Respond to individual student need to make suitable adaptations to the physical environment
4. Overcome potential barriers to learning and assessment for students with a physical or learning disability

### Reasonable Adjustments

At Blue Coat we are committed to reasonable adjustments as summarised in the Equality Act:

5. Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
6. Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils
7. The Blue Coat School is committed to making reasonable adjustments for students with physical disabilities and learning disabilities. These are explained in further detail below.

### Information of Students' Needs and Plans for Accessibility

- Whole staff training is provided to share information on individual students
- Where appropriate, specific advice is provided from advisory services such the Visual Impairment team.
- Individual drop in surgeries and workshops are provided throughout the year to respond to individual student need or specific change in circumstances
- Feedback from lesson observations or student tracking activities provide specific support on improving accessibility where appropriate
- Details of reasonable adjustments to be made by teachers and support staff are provided on a One Page Profile.
- Summary reports of Health Care reports are written, shared with staff and stored in centrally accessed electronic files
- Individual students are reviewed at Year Group review and any relevant actions for modifying reasonable adjustments are made

### Accessibility and Reasonable Adjustments for Students with Physical Disabilities

- During transition procedures, the Pastoral and Inclusion team request information from previous schools about any physical disabilities
- Assistant Headteacher for Inclusion review all information and arrange for a meeting with the student and family before the point of transition
- Where the student also has a Statement of Special Educational Needs or an Education, Health and Care plan (EHC), the SENDCo or AHT for Achievement for All attends the relevant statement review

- Where appropriate, students have access to physical aids such as adapted equipment and tools in Technology or Art
- Where appropriate, students have access to ICT to support with visual impairments (and physical disabilities)
- During the first two weeks of transition, a Teaching Assistant track and monitor how well students are accessing the physical environment and report back to the SENDCo or AHT who liaises with support staff
- There are several lifts and ramps across the site and new buildings have full lift and ramp access
- Where appropriate, students are permitted to leave lessons 5 minutes earlier than other students with a peer to allow for ease of accessibility across the site
- All school visits are planned to accommodate any students with physical disabilities and have a named member of staff for support throughout
- Transport arrangements are made with the family or local authority where appropriate, so students have easy access to the school buildings

### Accessibility and Reasonable Adjustments for Students with Learning Disabilities

- The Assistant Head for Achievement for All alongside the SENDCo, lead the development and management of the provision for students with learning disabilities
- CPD activities are available for staff at regular points throughout the year. This includes Autism awareness, and supporting students with ADHD
- The school promotes dyslexic friendly approaches as an effective way of providing Quality First Teaching for all students
- Support and advice on effective differentiation strategies are provided through workshops, surgeries, on Bloodle, through feedback from observations and learning walks and as part of whole staff training, NQT training and new staff training
- Where appropriate, a modified or alternative curriculum is provided to ensure students have equal opportunities to achieve
- At key stage 4, through consultation with the student and their family, students embark on an option package

Action	Success Criteria	Lead Person	Timescale
Develop a curriculum which promotes accelerated learning and skills for learning.	All lessons will include effective differentiation strategies so that all students can access the curriculum and make progress. All lessons will use consistent approaches to aid transferability.	VTH/LSP	January 2021
Develop access to, and availability of, technology for students with Visual Impairment or Hearing Impairment	VI or HI students will have equal access to curriculum materials and will be engaging fully in all lessons VI or HI students will become more independent and less dependent on additional adult support to access learning	VTH/LSP/MBRU	January 2021
Ensure parents of Year 6 students are fully informed of the reasonable adjustments that we offer at our Coffee Morning.	Reasonable adjustment will be modified or considered with a greater focus on meeting individual student need	VTH/LSP	Sept 2020

Estate improvement projects to incorporate and highlight specific access / use improvements	The site improvement plan will continue to focus on accessibility as laid out in the plan, focusing on provision for an evolving as well as growing pupil cohort This includes the need for alternative toilet access and facilities, spaces, furniture etc to increase usability and accessibility. The	CEL/SLE/DMA	September 2020
On-Line Communication Accessibility	Develop website, Bloodle, and all communication channels making content and design clear and enabling additional adaptations as needed. Reduce “click times” and ensure text is easy to read or can be accessed via screen readers	CHA/CEL/MAN/ABA	September 2020
Virtual Desktop Environments (VDI)	Extend the use of VDI so that students can access special applications and facilities from any PC in the school and not limited to a specific location	CHA/MLO	September 2020
IT Group Policies	Extend and develop “group policies” to enhance desk top experience as required for upgraded systems with better functionality, clearer, user friendly, depending on need.	CHA/MLO	September 2020
WIFI improvements	The rise in the need for assistive technology has rapidly increased which bring with it the requirement for fast and efficient WIFI accessibility.	CHA/CEL	September 2020