



Bury Church of England High School Disability Equality Scheme /Accessibility Plan

Ethos:

The Bury Church of England High School seeks to be 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 separate teaching buildings with multiple floors 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.

Aims:

Taking account of the Children and Families Act 2014, Bury Church of England High School endeavours to promote:

- The participation of children, their parents and young people in decision making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education , health and social care services to provide support
- High quality provision to meet the needs of children and young people with special educational need (SEN)

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

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

Admissions:

Reasonable Adjustments:

The school's duty to make reasonable adjustments is summarised in the Equality Act 2010 as:

- 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.

- 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.

Bury Church of England High 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 as the Visual Impairment or Hearing Impairment Team, Occupational Therapy, Physiotherapy and the Additional Needs Team.
- Individual drop in surgeries and sessions are provided throughout the year to respond to individual student need or specific change in circumstances, these dates are published to parents at the start of the year.
- Any parent can make an appointment to see the SEND team by contacting school
- 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 SIMS and via pupil passports
- 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 Learning Support Team and Pastoral team request information from previous schools about any physical disabilities
- The Learning Support Team 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 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
- During the first two weeks of transition, a Classroom Teaching Assistant will track and monitor how well students are accessing the physical environment and report back to the SENDCo who liaises with support staff
- There is a lift providing access to one of the schools upper floors and arrangements are made on an individual needs basis to access the other upper floor areas, although some specialist facilities cannot be accessed except by stairs. There are a number of ramps across the site

- 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 including residential visits and trips
- 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 Head and 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, 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