



SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE

ACCESSIBILITY PLAN (3 YEAR) 2020/21 TO 2022/23

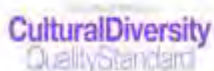
Author: Mrs A Harrison, SENDCo
Committee: SLT
Audience: Staff, Governors, Students and Parents/Carers
Date written: 09 September 2020
Review Date: 28 February 2024

This policy is available on our website or hard copies are available from the school office.



PART OF THE CHALLENGE ACADEMY TRUST | SERVE | CHALLENGE | EMPOWER

THE CHALLENGE ACADEMY TRUST C/O BRIDGEWATER HIGH SCHOOL, BROOMFIELDS ROAD, WARRINGTON, WA4 3AE • COMPANY#: 10689247 • VAT#: 296154966



A CHURCH OF ENGLAND ACADEMY SERVING THE DIOCESES OF CHESTER AND LIVERPOOL • HIGH EXPECTATIONS | HIGH ASPIRATIONS | HIGH STANDARDS | YOU WILL SUCCEED



SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE

ACCESSIBILITY PLAN (3-YEAR PLAN) 2020/21 TO 2022/23

Author: Mrs. Amanda Harrison – SENDCo
Committee: SLT
Audience: Staff, Governors, Students and Parents/careers
Dates: 3 Year Plan – 2020/21 to 22/23

Date of next review working party:	Reviewee 1	Reviewee 2	Reviewee 3	Reviewee 4	Reviewee 5	Reviewee 6	Reviewee 7	Reviewee 8	Reviewee 9
September 2020	A Harrison	M Frodsham	J Leonard	N Hodgson	F.Power				
January 2021	A Harrison	M Frodsham	J Leonard	N. Hodgson	E.Power	L. Butcher	S Joice	SLT	
July 2021									

Working group consulted as highlighted in Appendix 2.

The school supports any available partnerships to develop and implement the plan.

1) Aims:

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy for students, and prospective students, with a disability.
- To reduce and eliminate barriers to access to the building and environment for all stakeholders in the school including students, staff and visitors.

1) Sir Thomas Boteler Church of England High School recognises its duty under The Equality Act 2010. :

- a) not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services
- b) not to treat students with disabilities less favourably for a reason related to their disability
- c) to make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage d.to publish an accessibility plan that will increase access to education for students with disabilities

2) Sir Thomas Boteler Church of England High School recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parents' and the child's right to confidentiality.

3) Sir Thomas Boteler Church of England High School ensures a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning, through:

- a) intelligent sequencing
- b) highly tailored learning activities
- c) effective formative assessment

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including
Sir Thomas Boteler Church of England High School SEND Working Group

The working group is made up of:

- SENDCo (Mrs Harrison)
- Two Members of the SEND team (Miss Power, Mrs Cotterill)
- Two teachers who are not part of the SEND department (TBC)
- Two parents (Mrs Swinfield and TBC)

2. Legislation and guidance

This plan is drawn up in accordance with the planning duty in:

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#),

'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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 are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

[illegible]

[illegible]

[illegible]

	needs to be sent out in various forms e.g. written, verbal, translation, text , face to face/ teams (specific to the needs of the individual families).																		
--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Key												
Sh	shared	PL	Plan	Pi	Pilot	Rev	Review	Imp	Implement	comp	Completed (if relevant)	

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:

- Increasing the extent to which disabled students can participate in the school curriculum
- Continue to review and improving the physical environment of the school
- 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 Learning Enrichment Assistant (formally TA) deployment to cover a mix of curriculum needs

Appendix 2

Sir Thomas Boteler Church of England High School SEND Working Group

The working group/ consultation is made up of (2021 onwards):

- SENDCo (Mrs Harrison) /
- Staff with areas of responsibility within plan not already involved - Mr Frodsham / Mr Leonard/ Mr Kinsey/ Mrs Mawby
- Two other Members of the SEND team (Miss Power, Mrs Cotterill)

- Two teachers who are not part of the SEND department (Mrs Hodgson and Mrs Butcher)
- Two parents (Mrs Joice and Mrs Worsley)