



BLADON HOUSE SCHOOL

part of the SENAD Group

Accessibility Plan

Bladon House School
Newton Solney
Burton on Trent
Staffordshire
DE15 0TA

Accessibility Plan as set out in
SENADS Accessibility Strategy Policy [710.0]

S88 Requirement

Reviewed January 2019

Update due in September 2019

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SENAD Support: Paul Munyard, Group Property & Facilities
Manager

1.0 Introduction

Bladon House School aims for all students to enjoy learning, make progress and achieve. To become confident individuals living safe, healthy and fulfilling lives who make a positive contribution to society. The school's aim is for students to:

- **find a way of life which suits them**
- **achieve the maximum possible sense of physical & emotional well-being**
- **behave less often in ways that are generally regarded as socially unacceptable and have maximum opportunities for inclusion**
- **achieve their maximum potential level of independence**

2.0 The Equality Act 2010 - Disability

This plan has been prepared in response to the school's duties under Section 88 of The Equality Act 2010. The school recognises the following duties:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services;
- Not to treat disabled pupils less favourably;
- To publish an Accessibility Plan (known as the Planning Duty).

3.0 Definition of Disability

A disabled person is defined by the Disability Discrimination Act as:

- A person who 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.

4.0 The Planning Duty

The Act places a duty (the Planning Duty) on schools to prepare Access Utility Plans for:

- Increasing the extent to which pupils can participate in the school curriculum, e.g. leisure activities and school visits.
- Improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services.

- Improving the delivery of written information, e.g. handouts, timetables etc.

Independent schools must make their Accessibility Plans available to interested parties on request at reasonable times.

5.0 The Accessibility Plan

This plan aims to improve access to all aspects of education within Bladon House School and is organised in a way that helps to remove any existing barriers to pupil learning. It also aims to widen the opportunities available to students who may have had restricted access to the wider community in previous settings. This is our commitment to developing the outcomes within Bladon House School's aims and objectives.

- The SENAD Group will monitor the implementation of the plan and regularly review the access needs of the school.
- **This plan was reviewed in January 2019**
- **It is available on the school's website.**

Shally Saleri - Palmer at Bladon House School 01283 563787

6.0 Improving Access to the Curriculum

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term	Ensure the environment aids communication and independent learning	Undertake Autism Friendly audits (thematic)	Y/P are able to function with less adult intervention or support	Speech and Language teams carry out ongoing personal assessment's	
Medium Term	Review curriculum	Curriculum designed to meet student needs	YP achieve set outcomes beneficial to their development	Ongoing assessments take place as needed.	
	External classroom environments and sensory spaces with individual or group interaction is achieved	Create interactive outdoor spaces available to all	Y/P have a range of senses stimulated and achieve a relaxed interactive learning experience	Summer 2019	
Long term	Educ. buildings and equipment enhance and support curriculum delivery, Outdoor spaces follow and integrated as required.	Education spaces continually reviewed, rejuvenated and refurbished into purpose education space meeting individual needs as required	Attainment and behaviour is improved	Ongoing	

7.0 Physical Improvements to the Environment

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term	Improve appearance of physical environment	Upgrade/replace several doors with new ironmongery		On-going	
Medium Term	Improve visual contrast	Introduce new colour schemes during routine redecoration Fit contrasting stair nosings during routine re-flooring. Follow ASD guidance in key student areas	Improved way findings/identification for visually impaired	On-going	
	Improve internal lighting levels	Upgrade lighting during routine maintenance and carryout lighting surveys of keys areas (educational classrooms)	Improved way findings/identification for visually impaired	On-going	
Long term	Improved facilities for hearing impaired	Fit induction loops in critical areas & new builds	Facilities improved for hearing impaired	As required, sign language interpreters are available as needed.	

8.0 Improving the Provision of Information

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term	Y/P to be fully involved in decisions about their everyday lives	All Y/P have information consistently presented to them in accessible formats	Y/P of all abilities are demonstrably able to make choices and express opinions	Ongoing	
	Information about how to complain to be presented in visual format & be easily available	Posters to be in all environments	Y/P feel safe and can easily get help when they have a problem	Ongoing	
Med Term	Y/P to understand how and why things are done	All relevant policies to be presented in formats accessible to Y/P	Y/P of all abilities are demonstrably able to make choices and express opinions	Ongoing	