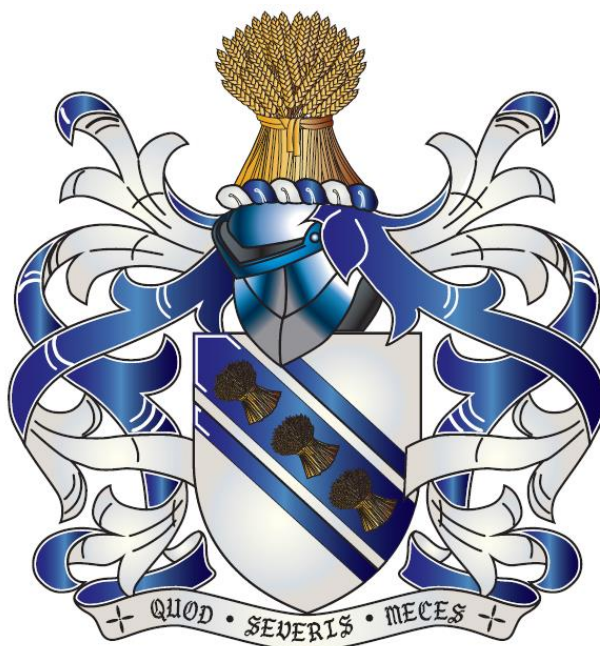


The Bliss Charity School



*The Bliss Charity School aims to provide a caring, secure and enriching experience;
each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.*

Accessibility Plan 2021 - 2024

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1. Legislation

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplified the law by removing anomalies and inconsistencies that had developed over time in the previous legislation, and it extended the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may – and often must – treat a disabled person more favourably than a non-disabled person.

2. Definition

According to the Equality Act 2010, a person has a disability if:

- He or she has a physical or mental impairment, *and*
- The impairment has a **substantial** and **long-term** adverse effect on his or her ability to carry out **normal day-to-day activities**.

For the purposes of the Act, these words have the following meanings:

- **Substantial** means more than minor or trivial.
- **Long-term** means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- **Normal day-to-day activities** include everyday things like eating, washing, walking and going shopping.

3. Reasonable adjustments

The Bliss Charity School has a duty to make reasonable adjustments for disabled pupils when something we do places a disabled pupil at a substantial disadvantage to other pupils. When this is the case, we will take reasonable steps to address that disadvantage.

We will also provide an auxiliary aid for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to their non-disabled peers.

The reasonableness of adjustments will be based on the individual circumstances of each case. Factors to consider may include cost, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether auxiliary aids can be made available through the SEN route.

4. Aims and objectives

Through this Accessibility Plan, the Bliss Charity School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. It aims to:

- ✓ Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- ✓ Increase access to the **curriculum** – expanding the curriculum as necessary – to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school, such as participation in clubs and school trips. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- ✓ Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities, including handouts, timetables, textbooks and information about the school and school events.

2021 - 2024

Accessibility strand	Objective(s)	Actions	Key leads and resources
Physical environment	Improve access for pupils with sensory impairments.	<ul style="list-style-type: none"> So they do not represent a hazard to pupils with visual impairment, ensure doors and frames are painted with contrasting colours as redecoration occurs. Strong contrasts to be added to the edges of raised, fixed installations on the back playground to remove hazards for the visually impaired. Install a fixed induction loop in the school hall – and purchase a portable induction loop for class/group based work – to improve access for pupils with hearing impairments. 	<ul style="list-style-type: none"> Key lead(s) – SC/OT/LA/EH/LAdey. Programme of redecoration to take place during the summer holidays. Induction loops to be installed. Resources – quotes to be obtained and works/installations to take place as money allows.
	Improve access for pupils with mobility difficulties.	<ul style="list-style-type: none"> The main entrance to the school is not viable for users with mobility impairments without assistance. Introduce an intercom alongside the gate giving access to the property. This – and an associated ramp – will provide wheelchair access to the main entrance where visitors sign in. Improve access to fixed play equipment by removing steps or providing a ramp. Light switches, power outlets and emergency alarm buttons to be moved to wheelchair height. 	<ul style="list-style-type: none"> Key lead(s) – SC/EH/LAdey. Intercom and ramps to be installed. Programme of redecoration – to include the re-positioning of lights//switches/alarms – to take place during the rolling programme of redecoration in the summer holidays (and when future renovation/building projects take place). Resources – quotes to be obtained and works/installations to take place as money allows.
Curriculum	Provide specialist training and equipment as required so that the needs of pupils with SEND and/or disabilities can be met in all lessons.	<ul style="list-style-type: none"> Inclusion Team to review the needs of children on the SEND register and provide training for staff as required. Inclusion Team to assess the needs of the children in each class and provide auxiliary aids as required. 	<ul style="list-style-type: none"> Key lead(s) – OT/LA. Ongoing assessment of staff training need in-line with SEND pupils on roll. Resources – specialist training and equipment to be purchased as required (and as money allows).
	Ensure pupils with SEND and/or disabilities are able to access the school's extra-curricular offer.	<ul style="list-style-type: none"> Make adjustments to clubs to ensure pupils with SEND and/or disabilities can participate fully. Track the involvement of pupils with SEND at before-school and after-school sports clubs and address areas of low participation. Access inclusive sports competitions through the Campion Sports Partnership and the South Northants and Daventry School Sports Partnership so pupils with SEND and/or disabilities have lots of additional opportunities to represent the school in Level 2/3 competitions. 	<ul style="list-style-type: none"> Key lead(s) – SC/RC. Ongoing reasonable adjustments made to club activities according to pupils' needs. Ongoing involvement in inclusive sports events throughout each academic year. Resources – sports partnership fees (see PE and Sport Premium Plans).
Written Information	Ensure all parents/carers can access important school information, with key documents provided in alternative formats, according to need.	<ul style="list-style-type: none"> Office staff to ask about the access needs of parents/carers on induction and then provide written information in the most accessible format. Maintain a database of parents/carers who require written information in an alternative format and ensure this is regularly updated so that all staff are aware. 	<ul style="list-style-type: none"> Key lead(s) – EH/LA. Ongoing assessment of parent/carer needs on induction. Resources – specialist services may be needed to provide key documents in certain formats (quotes to be obtained when required).

5. Links with other policies/documents

The Accessibility Plan links to the following policies/documents:

- Equality Information and Objectives
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy
- GDPR Policy
- Inclusion Policy

6. Monitoring arrangements

This Accessibility Plan will be reviewed every three years.

It may not be feasible to undertake some of the works during the life of this Accessibility Plan and some items will roll forward into subsequent plans.