



Byrchall High School

Access Policy Including Accessibility Plan

2025 - 2028

Approved by:	P Paul	Date: September 2025
Last reviewed on:	September 2025	
Next review due by:	September 2028	

Byrchall High School has obligation under the Equality Act 2010:

- Not to treat students who are disabled less favourably for a reason related to their disability;
- To make reasonable adjustments for students who are disabled, so they are not put at a substantial disadvantage;
- To draw up plans to show how, over time, we will increase access to education for students who are disabled.

This policy sets out the proposals of our school to increase access to education for students who are disabled in the three areas required by the planning duties of the Equality Act:

1. Increasing the extent to which students who are disabled can participate in the school curriculum;
2. Improving the environment of the school so students who are disabled can take greater advantage of education and associated services;
3. Improving the delivery of the curriculum to students who are disabled.

This policy should be read in conjunction with the School's Access Plan and SEND policy.

What defines 'reasonable adjustments'?

In determining what is reasonable the school will have regard to:

- The financial resources available to the school;
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required;
- The practicality of making reasonable adjustments;
- The extent to which aids and services will be provided via an Education Health Care Plan (EHCP) or by provision paid for outside the school's resources;
- Health and Safety requirements;
- The interests of other students;
- The need to maintain academic, safeguarding, musical, sporting or other standards.

Statement of Intent

Byrchall High School is committed to resourcing, implementing, reviewing and revising the Disability Access Policy annually. Regular disability Access audits are undertaken as part of the process.

Our purpose is:

- To be sensitive to the needs of every child;
- To ensure the curriculum is accessible to every student;
- To keep equality of opportunity central in our practice;
- To have regard to any Department for Education's guidance as may be in force and amended from time to time.

What constitutes a disability?

The Equality Act describes a person who is disabled as having 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Physical impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment includes neurological deficits such as specific learning difficulties, speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

A large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment.

Not all students who have a learning difficulty or special educational need are disabled.

Identifying the needs of students

Parents, carers and teachers collaborate to identify and provide for the needs of individual students, as outlined in student profiles, individual education plans and pastoral support plans. This process is managed in School by the SENDCO in conjunction with Heads of Year and SLT.

Views and aspirations of students who are disabled, their families and designated professionals are an important part of our development planning.

Parents or guardians of children with disabilities or special educational needs are expected to notify them to the school at the point of registration. If these are not known at the time, the school should be notified as soon as they are recognised. Parents are requested to complete the Student Details when registering a place for their child at the School and include details of any special circumstances relating to their child's health, allergies, disabilities or learning difficulties or other circumstances which may affect their child's performance in the admissions process and ability to fully participate in the education provided by the School.

Parents will also be asked to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies or an Education, Health and Care plan. Early notification is of great value, as it will enable the school to consider whether reasonable adjustments need to be made for a disabled child during the admission process and what reasonable adjustments, if any, can be made at Byrchall to support the child's future education should an offer of a place be made.

Most students stay at Byrchall High School for many years. It is possible that during their education a student may become disabled or his or her special educational needs may first be identified, or become more serious. Continuing communication between parents and staff is vital and the School will consult with parents about what reasonable adjustments, if any, can be made in order to allow a disabled child to continue to thrive at School.

Co-ordination and Implementation

This is the responsibility of the Head, the SLT, the SENDCO and all teachers.

Responsibility

In order that Byrchall High School is fully compliant with the Equality Act, all staff are made aware of the duties towards children who are disabled and the 'reasonable adjustments' needed for particular children. These are outlined in IEP/Pupil Passport's prepared by the school's SENDCOs. Each autumn term this document is reviewed to check compatibility with the JCQ guidance; this is reviewed by the SENDCO.

The process of gaining access arrangements

Pupils will have already had an IEP/Pupil Passport lower in school which would indicate if they require extra time, a reader or a scribe/access to a word processor. By year 10 this will have become their normal way of working for examinations. The testing is carried out by an appropriate professional with the qualification that allows them to administer the tests for access arrangements.

Prior to the assessor coming into school the SENDCO completes the Form 8 - Application for access arrangements – Profile of learning difficulties documentation which is given to the assessor before tests. School staff are asked at regular times throughout the year to advise on any pupils who require consideration for access arrangements.

The SENDCO makes sure that all assessments are administered correctly in accordance with JCQ guidelines.

After the assessments the SENDCO completes the recommendations for each pupil.

These recommendations are then submitted to the exam board via the JCQ online process with the exams officer in school

Physical Barriers to Access

Overview

- The layout of the school.
- The majority of the school is on 3 floors (with one lift), an additional two buildings – the Gerard and the Teague make up the rest of the campus.
- Narrow corridors exist in the Teague Buildings.
- Uneven footpaths/access routes to the Teague building
- Signage does not take into account of suitability of that route for pupils with mobility issues or in a wheelchair.
- Desks/tables at fixed heights in most classrooms outside of the main build

Aim	Current Good Practice	Objectives	Actions	Staff Lead	Date	Success Criteria
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • Lift provided to access the three floors of school, controlled by school staff • Wide corridors in the main build • 5 disabled parking bays in the main car park • Disabled toilets on each floor of the main build and in the Gerard Building • The main school build was designed to be accessible • Wheelchair access space in all classes • Disabled changing facilities in SEND and PE • Accessible/adjustable tables and equipment in specialist teaching rooms and classrooms • Gerard Building has wider corridors and larger classrooms and is compliant for access 	1. Improve access to all areas of the school	<p>Improved access routes to retained building of Gerard and Teague</p> <p>Evacuation plans in place for any staff/ pupils who require it - details in IEP.</p> <p>Improved Visual Impairment arrangement through bottom tread of staircases being highlighted in another colour</p>	<p>Headteacher and Business Manager</p> <p>Headteacher/Business manager</p> <p>Business Manager</p>	<p>Sept 2025</p> <p>Autumn Term</p>	<p>Access and evacuation routes in place – access assessed and no trip or height issues identified</p> <p>Coloured visual strips on stairwell on bottom steps to aid pupils with visual impairment to detect changes from floor to stairs similar in colour</p>

		2. Accessing the full curriculum on a permanent or temporary basis	<ul style="list-style-type: none"> Identify how full PE curriculum can be accessed including identifying access pathways to the field. Adapt and modify rooms and building used if appropriate Include access routes and appropriate classrooms in the healthcare plan 	CDS First Aider	By need As needed	Access to Full curriculum
		3. Walkways around the school to be kept clear of hazards	3a) <ul style="list-style-type: none"> Ensure any repairs to the access routes and walkways are completed ASAP. Clear leaves as quickly as possible 	Site Staff	Ongoing	Safe routes Increase accessibility
			3b) Improve signage of routes	Business Manager	Ongoing	
			3c) Monitor Access	Compliance education	Ongoing	
			3d) Trustees Monitor Access	Health and Safety SLT Compliance Education	Receive reports 3 times a year in the FAR Committee meeting	Trustees meet their responsibilities
		4) Accessibility Plan	4a) Plan reviewed annually	Health and safety SLT Compliance Education Business Manager SEND CO	Annually	Improved safe and accessible site, meeting all legal requirements

Curriculum Delivery

Aim	Current Good Practice	Objectives	Actions	Staff Lead	Date	Success Criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Curriculum is subject to regular review to ensure it meets the needs of all students An adapted curriculum for all students using a graduated approach of support is in place IEP/Pupil Passport's detail to strategies needed to support pupils with additional needs EHCP's in place where students have a higher level of need to allow additional resources to be put in place to meet students needs Our school uses aspirational and appropriate targets for all students 	<p>Short-term</p> <p>Curriculum adjustments ensure fair access for all.</p> <p>All staff are continually trained to employ Quality First Teaching strategies in the first instance in response to individual needs.</p>	<p>The needs of all students are considered when planning lessons and adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position etc. - With consideration for those children with general and specific learning difficulties</p> <p>Ensure all staff have access to and use the inclusion data of students for who they teach to ensure they can plan and deliver to meet their needs</p> <p>Ensure risk assessments and Individual Health Care Plans are in place for students including emergency evacuation protocols</p> <p>Curriculum continually adapted in response to the changing needs as informed by the SENDCO / SEND department leads / HODs</p> <p>Plan deliver bespoke training opportunities (including with outside agencies) when the need arises.</p> <p>Outline expectations, including for adaptation of curriculum to</p>	<p>JT/CL / SENDCO / All Staff</p> <p>AH SENDCO HODs</p> <p>SENDCO</p> <p>JT/CL/ SENDCO</p>	<p>Ongoing</p> <p>Ongoing</p> <p>As required</p> <p>Ongoing</p>	<p>All students access fully the curriculum provided through quality first teaching Structured conversations as appropriate with parents/carers</p> <p>Students make at least expected progress or better.</p> <p>QA systems including learning walks, work sampling and student voice ensure that this is embed in lessons</p> <p>Staff are confident in using suggested strategies.</p>

	<ul style="list-style-type: none"> • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • ICT support in place for pupils who require it • Intervention programmes in place to support students with additional needs 		<p>meet the needs of all learners, at the beginning of the year.</p> <p>Resources available via school's professional platforms</p>			<p>Students benefit from adapted delivery to the curriculum appropriate to their needs</p>
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		<p>2.Ensure teaching and learning methods and environment support children with;</p> <ul style="list-style-type: none"> - visual impairment - hearing impairment - emotional and behavioural difficulties - ASD - Speech impairment - diagnosed Medical conditions eg Asthma, allergies 	<p>Child facing the board, glasses to be worn</p> <p>Seating, clear enunciation, use of hearing loops (where available) and TA support as required.</p> <p>Layout of classroom, time out, clear targets, clear behavioural expectations.</p> <p>Layout of classroom, classroom strategies, ensuring the student is prepared for change (e.g.; timetable changes, exam or assessment dates given etc.), using clear unambiguous language (e.g., avoid using sarcasm or using idioms, using clear, concise instructions As required in response to student need</p> <p>Demonstration of patience, support, encouragement and nurture. Specific programme as required through liaison with Speech Therapy Service.</p> <p>Individual Health Care Plan to be followed. Accessibility of medication. Awareness of staff when planning DT, PE, Science activities. Awareness for the subject specific lessons and PE</p>	SENDCO / HODs / All Staff	As required	Students access the curriculum with improved achievement
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		<ul style="list-style-type: none"> - mobility issues including as a result of temporary injuries or those in wheelchairs 	Individual curriculum plan in place for students to access all curriculum areas including PE and Food (Second floor provision)			
Increase access to the curriculum for pupils with a disability		<p>3.</p> <p>Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students</p> <p>All students will be screened for literacy difficulties and significant difficulties will be addressed through literacy intervention programmes.</p>	<p>Provide training for all teaching staff around the teaching of early reading.</p> <p>Share results of NGRT with all teaching staff to enable in class support and intervention.</p> <p>Utilise Literacy Handbook as reference point for support strategies, and for onboarding of new staff.</p> <p>Students with identified reading needs screened by the English department / SEND team.</p> <p>Needs addressed via QFT and Intervention programmes planned.</p> <p>Train specialist staff to deliver the intervention programme.</p>	<p>JT/CL/ SENDCO / PM Link to advise & identify training needs</p> <p>JT / SENDCO</p>	<p>Ongoing</p> <p>Literacy Strategy 2025-26</p>	<p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met.</p> <p>All students with a significant literacy difficulty will have an intervention in place. This will have a demonstrable impact on achievement.</p>
		Ensure all students can access public examinations and statutory assessments	Approved access arrangements in place for all students who require and eligible for support including readers, separate rooming etc.	SENDCO / CDS	Ongoing	

		Ensure provision is in place so that all students have equal access to extra-curricular provision including undertaking roles and responsibilities	Pre-preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc. Risk assessments to be in place As required in response to student need	SENDCO / TW	Ongoing	All students have access to extra-curricular provision and uptake increases
		<p>Medium Term</p> <p>Ensure that we have succession planning in place for every specialist role (including intervention programme delivery) within learning support so expertise is always available</p> <p>Continue to recruit and train support staff to ensure that we have the expertise and capacity within the team to provide the support that our disabled students require.</p> <p>Long Term</p> <p>PE curriculum further adapted to suit the needs of all learners. This should include the accessibility</p>	<p>Performance Management and Professional Learning needs effectively identified</p> <p>Continually review the needs of our students to identify the staff we require at the next recruitment phase.</p> <p>Research and implement electives which are suitable for students with a disability</p> <p>Recommendations from external agencies services are actioned. Alternative and adapted equipment to be purchased where required.</p>	<p>SENDCO / AH</p> <p>PP/ SENDCO / AH</p> <p>SENDCO / HN</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>The Learning support team is appropriately staffed with people with the right knowledge to support our students effectively</p> <p>All students access 100% of PE lessons regardless of activity</p>

	<ul style="list-style-type: none"> Laptops and devices available for those students with limited access Devices available to support those with handwriting difficulties 	<p>Short Term</p> <p>Ensure all students have access to remote learning provision as it is required. <i>(Refer to Remote Learning Policy)</i></p> <p>Ensure smooth and instant transition to remote learning when required.</p> <p>Ensure alternative formats for accessing the curriculum is available as per Government guidance</p>	<p>Devices including laptops to be made available on loan for those students with restricted access should remote learning be required</p> <p>Ensure all students are made fully aware on how to access the curriculum during times of Remote Learning including through Computing Lessons.</p> <p>Learning Support to follow-up with students and parents how remote learning will be undertaken practically with a view to identifying and resolving any barriers to access.</p> <p>Teaching Assistants to be deployed to monitor the attendance, well-being and progress of those students with additional needs to ensure they effectively access the full curriculum entitlement. Barriers to access to be reported to SENDCO / SLT Member responsible for Remote Learning to resolve access issues.</p>	SENDCO /CL/JT/PP	Ongoing	<p>Students have instant and equal access to Remote Learning and Curriculum entitlement as required. Barriers to access are identified and resolved.</p> <p>Staff deployed to support and enhance access for those students who require additional support</p> <p>Teachers are trained to effectively support with additional needs when using Remote Learning</p>
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		<p>Ensure students with specifically identified additional needs including handwriting difficulties have access to devices as an alternative medium to record learning</p>	<p>Teaching Staff to access appropriate staff development to include strategies to maximise access for all during 'Live' lessons.</p> <p>Ensure physical work packs are made available for those students where it is deemed more appropriate</p> <p>Laptops available on loan from SEND for identified students to support their recording of work (This to include those students who have short-term difficulties eg following a fracture)</p> <p>Provide staff with training and guidance on curriculum adaptation to meet the needs of all learners, in remote learning situations (if the need arises).</p>			
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