

Accessibility plan

Blessed Edward Oldcorne Catholic College



Approved by: Governing Body

Date: October 2025

Last reviewed on:
October 2024

Next review due by: October 2026

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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

Our college aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Blessed Edward Oldcorne Catholic College values all students and is committed to ensuring that they have equal access to the curriculum and the opportunities provided by the college

The plan will be made available online on the college website, and paper copies are available upon request.

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

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

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

2. Legislation and guidance

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

The Equality Act 2010 defines an individual as disabled 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 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.

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

Key Objectives

To continue to reduce and eliminate barriers to access to the curriculum and to full participation in the college community for students, members of staff and visitors and also any prospective students, with a disability.

To improve access to the college buildings and grounds for all with a disability

To ensure access to relevant information for all those with a disability

Principles

Compliance with the Disability Discrimination Act (DDA) is consistent with the college's aims and equal opportunities policy, and the operation of the college's SEN policy.

The college recognises its duty under the DDA:

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled students less favourably

- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
To publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to relevant legislation.

The college recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The college provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of students.

Access to the curriculum

The college will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. We shall seek this information specifically though not exclusively to meet the needs of children with known disabilities.

Access to the college buildings and grounds

The college will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and color schemes, and more accessible facilities and fittings.

Any student, member of staff who is disabled or temporary having mobility issues through illness or injury will in the first instance have a risk assessment carried out by a competent member of staff, this will include a practical assessment on movement up and down stairs, safe egress from rooms, floors and buildings in the event of an evacuation, also inclusive of evacuation using stairs, the risk assessment will be reviewed as and when required.

Linked Policies

This Plan will contribute to the review and revision of related college policies, e.g.

- College development plan
- Building and site development plan
- SEND policy
- Equal Opportunities policy
- Curriculum policies
- Health and safety policy
- Supporting students with medical conditions policy

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for students with a disability	Our college offers a differentiated curriculum for all students.	Curriculum resources include examples of people with disabilities	Training for staff	SENCO and SLT	July 2026
	We use resources tailored to the needs of students who require support to access the curriculum..	Review the role of Learning Support Mentors to ensure they are effective in their role	Review undertaken and findings evaluated	SENCO and SLT	April 2026
	Curriculum progress is tracked for all students, including those with a disability.	Careers and Aspirations Co-ordinator to work closely with students with disabilities	Interviews held	SLT careers link	April 2026
	Targets are set effectively and are appropriate for students with additional needs.	Continue to share and revisit strategies with staff which ensure that students with SEND have equality of access to the whole college curriculum	Heads of department SLT	SENCO and SLT	September 2026
The curriculum is reviewed to ensure it meets the needs of all students.	The college ensures students with medical conditions are supported through the implementation of individual health care plans	Excellent transition arrangements for students with SEND	Screen students on entry and plan intervention	"Think Barriers" is a whole college priority	September 2026
The college ensures students with medical conditions are supported through the implementation of individual health care plans	Excellent transition arrangements for students with SEND	"Think Barriers" is a whole college priority	Screen students on entry and plan intervention	September 2026	September 2026
Excellent transition arrangements for students with SEND	"Think Barriers" is a whole college priority	All students will be screened for literacy difficulties. Any significant difficulties will be addressed	Screen students on entry and plan intervention	September 2026	September 2026

		<p>through a literacy intervention programme.</p> <p>PE curriculum further adapted to suit the needs of all learners.</p>	<p>accordingly. Train support staff to deliver interventions.</p> <p>Audit activities which are suitable for students with a disability.</p>	<p>PE department</p>	<p>July 2025</p>
		<p>SEN/PP attendance - SEN attendance rises toward 92% by July 2027; PP attendance closes gap by ≥3pp; PA reduces year on year. (reference Disadvantaged Attendance Strategy</p>	<p>Graduated attendance scripts; personalised plans; Attendance Officer targets 80–95% band; increased home liaison capacity.</p>	<p>Attendance team including SENCo/Headteacher/ DSL/Pastoral Leads/Attendance Leads/PP Attendance Officer</p>	<p>July 2026</p>
		<p>Essential Curriculum fully embedded for identified Year 7 students.</p>	<p>≥75% pupils show positive engagement trajectory; improved attendance vs baseline; clear reintegration evidence; progress at or above expected.</p>	<p>SENCo/ Attendance Team/Pastoral Team</p>	<p>April 2026</p>
		<p>Purchase Medical Tracker software to ensure that students with medical needs are fully supported and to improve school – parent communication</p>	<p>Pupil Reception staff fully trained and using new software.</p> <p>All relevant student data uploaded</p>	<p>SENCo/DSL/Headteacher</p>	<p>April 2026</p>
		<p>Ensure all staff have had training from Child Brain Injury Trust.</p>	<p>Training completed and reasonable adjustments in place</p>	<p>HT/DSL</p>	<p>Ongoing from</p>

		DSL and HT to attend further training. Relevant students to be trained in how best to support any student with a brain injury	to support students with brain injury Staff attend cognitive reviews and closely monitor student progress		Feb 2026
Improve accessibility of information available to parents of students with SEND	Website updated with current information for parents including the SEND report and the local offer.	Parents of students with SEND to be given further opportunities to have an increased voice within the college and the wider community.	Parent forum to be developed	SENCO Headteacher	May 2026
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled toilets and changing facilities 	Disabled parking bays for staff and visitors Carry out an accessibility audit and carry out necessary adjustments Students with specific needs have the appropriate equipment and furniture in place to enable them to access the curriculum	Location discussed and marked out Audit carried out. Contact agency to carry out an Access Audit. Collate information at transition to ensure that the necessary equipment is purchased prior to students starting in Year 7 Leaders to liaise with	College Manager and Headteacher College Manager and Headteacher College Manager and Headteacher College manager and Site manager	July 2025 December 2025 May 2023

		<p>Build an additional Bathroom Management Area to ensure that the college can meet the needs of disabled students</p> <p>Update PEEPs; provide evac-chair/training; drills include pupils with mobility / sensory/ SEMH needs.</p>	<p>LA to source additional funding</p> <p>Seek advice from Local Fire Safety Officer</p>	<p>SENCo/ Headteacher and College Manager</p>	<p>February 2026</p> <p>February 2026</p>
<p>Improve the delivery of information to students with a disability</p>	<p>Our college uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops 	<p>Modify one way signage for VI students</p> <p>Ensure that all staff are using powerpoints with appropriate backgrounds</p> <p>Inclusion register highlights how students can be supported</p> <p>Improve communication with parents who have disabilities. Currently the college will respond to individual needs and requests as they arise.</p>	<p>Discussions with VI team</p> <p>Staff training held</p> <p>Communication of SEND to teachers improved</p> <p>Discussions with parents and stakeholders held</p>	<p>College Manager and Headteacher</p> <p>SENCO and SLT</p> <p>SENCO and Headteacher</p> <p>SENCO and Headteacher</p>	<p>July 2026</p> <p>March 2025</p> <p>July 2026</p> <p>July 2026</p>

4. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the college's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				