



Blaise High School

Accessibility Plan

Blaise High School is part of the Greenshaw Learning Trust.

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Blaise High School Accessibility Plan

Date: 12 January 2026

This Accessibility Plan applies to Blaise High School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Headteacher

This plan was approved by the Governing Body on: 29 January 2026

This plan is due for review by: 29 January 2027

Blaise High School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have: “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”.

This plan sets out the proposals of Blaise High School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Blaise High School’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Blaise High School

The school has two floors that are connected with stairwells and a key operated lift. Wheelchair users can access the building through any entrance. The main facilities such as the sports hall and dining hall are on the ground floor. We have a disabled toilet and shower room. Specified doors in the school are pinned open so that wheelchair users can negotiate their way around school independently. There is a Resource Base for students with moderate learning disabilities.

Blaise High School's vision for disabled pupils:

Blaise High School is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion. We aim to remove those barriers and ensure that all students can take part in the day to day life of our school and benefit from the learning experiences we provide. Blaise High School Accessibility Plan shows how access is to be improved for students with a disability, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

| <i>Plan (examples)</i> | <i>Impact</i> | <i>Resp</i> | <i>Y1 review</i> | <i>Y2 review</i> | <i>Final review</i> |
|--|--|--|--|---|---------------------|
| Develop and extend careers and preparation for working life to ensure no vulnerable students are NEETs | The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment. | Careers Lead and SENCOs | One student who received a late diagnosis of Autism is without education training or employment and this has been passed onto the local authority for follow up. Additional links have been made with Bristol Works to offer work experience opportunities specifically for students with SEND. | All vulnerable students have a pathway into further training, education and/or employment. They are all prioritised for a careers interview including those students who are dual registered with the Bristol Hospital Education Service. | |
| Further increase representation of students with physical difficulties ie; participation in student voice activities, participation in extracurricular activities, student council etc | Student body representation will reflect its diverse nature. | Director of Belonging Director of student leaders | All students take part in rewards which are fully accessible. Student voice activities include all students and any can apply to join the student council, students with disabilities are actively encouraged and supported to apply but it is personal choice. Extracurricular activities are always under review to ensure accessibility for all. Resource Base students are part of the | All students take part in rewards which are fully accessible. Student voice activities include all students and any can apply to join the student council, students with disabilities are actively encouraged and supported to apply but it is personal choice. Extracurricular activities are always under review to ensure accessibility for all. There isn't representation this year on the student leadership team but | |

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| | | | student leadership team | this is being addressed. | |
| Extend and develop evaluation of literacy interventions to ensure maximum progress and impact | Improved attainment and progress for SEND students | Interventions lead and SENCOs | Whole School assessment processes are being reviewed during this academic year. | Following assessments the SENCO is consulted before any decisions around set changes are made and our weaker students in year 7 were withdrawn so they could have readers. | |
| Ensure evaluation of the curriculum and assessment processes so all students make progress and are supported where needed by additional adults | Students are grouped to maximise progress | Deputy Head and SENCOs | Whole School assessment processes are being reviewed during this academic year. | Following assessments the SENCO is consulted before any decisions around set changes are made. Changes are made once careful consideration is made of the impacts of a class change. | |

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

| Plan (examples) | Impact | Resp | Y1 review | Y2 review | Final review |
|---|--|----------------------------------|--|---|---------------------|
| Ensure every subject has access to specialist equipment and furniture where necessary | No student has impaired access to learning as a result of a lack of equipment. | School Services Delivery Officer | Audit is currently in progress looking at rise and fall tables in classrooms. Students with visual impairments have access to specialist apps to ensure they are able to follow slide presentations. | There is a lack of rise and fall tables in classrooms across the school and due to class sizes it can make it hard for students to move around. This is being corrected via the PFI contact | |
| Maintain training of staff supporting students with a | Students retain their dignity and are safe | Deputy Head | Manual Handling training happens at the start of every | Manual Handling happens annually and EVAC Chair | |

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| disability, eg Manual Handling and EVAC chair | throughout the school day | and SENCOs | year. EVAC chair training will be refreshed this year. | training is running and staff have been trained this year and refreshers will happen yearly. | |
| Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards | No student is impacted by a lack of accessibility to the building and environment | School Services Delivery Officer | Following outside professional guidance, the site has had adjustments to ensure it is accessible for all. The Post 16 Bungalow is being reviewed this year to ensure it is accessible to the students progressing into the provision. There are accessible picnic benches outside. | Following outside professional guidance, the site has had adjustments to ensure it is accessible for all. The school is in conversations with the council about adaptations to the bungalow this year ready for September 26. | |

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

| Plan (<i>examples</i>) | Impact | Resp | Y1 review | Y2 review | Final review |
|--|---|------------------------|--|--|--------------|
| Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required | Parents and pupils feel fully involved in the life of the school and can access important information | Deputy Head and SENCOs | Newsletters are emailed with a link to video to support. We have a list of parents who require additional support to read. Staff make direct contact with those parents where appropriate. | Newsletters are emailed with a link to video to support. We have a list of parents who require additional support to read. Staff make direct contact with those parents where appropriate. | |