



Blessed Thomas Holford Catholic College
May God's love be our guide 

Accessibility Plan

BLESSED THOMAS HOLFORD CATHOLIC COLLEGE

2025-2028

Responsible Committee: Pupil Welfare / Approved 11th March 2021

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Next review due by: Spring Term 2028

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1: Aims:

The aims of this Accessibility Plan are to ensure that Blessed Thomas Holford Catholic College continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school 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 school aims to treat all its students/students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Blessed Thomas Holford College is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

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 schools on the Equality Act 2010.

Definition of disability under the Equality Act 2010

Disability is defined by the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. The act sets out details of matters which may be relevant to determine whether a person meets the definition of a disability. Long term is defined as lasting or likely to last for at least 12 months.

Continued Professional Development of Staff:

As detailed in the Trafford Local for SEND: Graduated Approach, BTHCC recognizes that the first steps to supporting a young person with a disability is access to Quality First Teaching. BTHCC ensures that all staff are given regular access to updated training as part of our provision for their ongoing professional development. This is reviewed by the Leadership Team annually to reflect the changing needs of our students.

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=GWN-yIDsWX4>

3: Additional Support:

Additional Support for students at School Support/EHCP:

We provide a range of personalised support for students through the following interventions:

- In class support from a Teaching Assistant
- Small group intervention for Literacy, Numeracy, Social Communication, Working Memory, Art Therapy
- Mentoring from a trusted adult through either Teaching Assistants or Pastoral Team
- Targeted reading intervention- through a range of specialist programs; including Ready2Read, Lifeboats and AQA Entry Level English
- Access arrangements for examinations
- Access to quiet spaces during break/lunchtime
- Specialist support from a range of external agencies; including: Trafford Sensory Impairment Support Service, Healthy Young Minds, Educational Psychologist, Occupational Health, Speech and Language Therapy, Social Care
- Access to ICT facilities to support access to learning

The assessment and monitoring of SEND reflects a continuous cycle to observe, assess, plan, implement and review cycle, as per Local Authority guidance.

Additional Support for students in examinations:

BTHCC follows the JCQ guidance and regulations regarding access to examinations and ensuring reasonable adjustments are in place. We are inspected annually by a JCQ representative to ensure that these are implemented appropriately.

These adjustments may include the following:

- Reader
- Scribe
- Additional time- up to 25%
- Use of a word processor
- Rest breaks
- Enlarged examination papers

Where necessary, in Year 9, students are assessed for examination access arrangements by an approved assessor. The results of this assessment is then used to determine whether the pupil meets the criteria for extra time, a reader, scribe or oral language modifier. This ensures that students have the opportunity to fully embed these practices in preparation for their examinations. When making arrangements, we must also ensure that the integrity of the examination is maintained and that all students are given fair and equal consideration. This is explained in further detail in the relevant section of the JCQ Guidance for Examinations; which is annually updated.

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

4. 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	Success criteria
Increase access to the curriculum for students with a disability	<p><i>Our school offers a differentiated curriculum for all students.</i></p> <p><i>We use resources adapted to the needs of students who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all students, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for students with additional needs.</i></p>	<p>Short Term</p> <p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs</p> <p>Audit staff to ensure they have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p>	<p>Curriculum continually adapted in response to changing needs as informed by the SENCO leads</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises</p>	<p>Class Teacher & SENCO to oversee</p> <p>Class Teacher & SENCO to oversee</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Students making expected or better progress. Learning Walks ensure this is embedded in lessons.</p> <p>Staff are confident at using suggested strategies, Students benefit from an adapted delivery of curriculum appropriate to needs.</p>

	<p><i>The curriculum is reviewed to ensure it meets the needs of all students.</i></p>					
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		<p>Medium Term</p> <p>Ensure that we have succession planning in place for every specialist role within Learning Support so that we will always have the expertise required within the team despite changes to staff.</p>	<p>Performance management and Further Professional Learning needs to be identified</p>	<p>SENCO to advise and direct training needs for staff</p>	<p>September 2026</p>	<p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of students as required The College review of accommodation ongoing, site improvement includes:</i></p> <ul style="list-style-type: none"> • <i>Ramp access</i> • <i>Lift access</i> • <i>Accessible parking bays</i> 	<p>Short Term</p> <p>Students with specific needs have appropriate equipment and furniture.</p>	<p>Purchase of furniture or equipment to assist access to the school environment as needed</p> <p>This is needs based and dependant on identified needs of students.</p>	<p>H&S Team, Business Manager SENCO</p>	<p>Next review Summer term 2026</p>	

	<ul style="list-style-type: none"> • <i>Accessibility toilets and changing facilities</i> • <i>High visibility strips to mark stairs</i> • <i>Hand rails</i> 	<p>Personal evacuation plans for identified students as required.</p> <p>Ongoing reviews of current provision to ensure it is suitable for the changing needs of our cohort to ensure subject areas are accessible in the school building. ie Students with additional accessibility requirements are not timetabled in upper</p>	<p>Develop PEEPs for specific students. LSAs informed of which students they are responsible for in an emergency situation. Peeps forms are stored with emergency evacuation register held by SENCO lead and brought to the evacuation point.</p> <p>Staff are continually informed of all students with mobility issues and create a suitable timetable to meet their need.</p>	<p>Student services with input from the SENCO</p> <p>Data Manager and SENCO</p>	<p>Ongoing</p> <p>Annually As part of transition in Summer Term.</p>	<p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</p> <p>All identified students are timetabled in appropriate classrooms to meet their needs</p>
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		floor classrooms with no lift access.				
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		<p>Medium Term</p> <p>To continually maintain yellow fluorescent warning strips on vertical posts, steps and handrails, to support students with VI</p>	<p>All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips.</p> <p>Checked and maintained all year round.</p> <p>Increase the number of wider access doors for students and visitors</p>	Site Manager	Ongoing	All students with VI are able to navigate successfully around school safely
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		<p>Long Term</p> <p>To ensure that all new and existing buildings and rooms allow independent access for all</p>	<p>New plans to be closely monitored. Ensure total compliance with building and DDA regulations.</p> <p>Install door release system when new fire system fitted to building to support accessibility internally</p> <p>Ensure that all fire exits are suitable for all students, including those with mobility issues.</p>	<p>SENCO/Site Manager</p>	<p>Review annually in summer term</p>	<p>All students are able to independently access all areas of school both internally and externally</p> <p>Students are able to independently navigate the Fatima Building, Wallsingham and central main building unaided. With the exception of upper story classrooms without a lift in operation.</p>
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Improve the delivery of information to students with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> • <i>British Sign Language</i> 	<p>Short Term</p> <p>Develop the use of assistive technology to meet the needs of learners, including the use of immersive readers and reading pens.</p>	<p>Working with exams officer agree on a suitable policy to allow students greater access to read content that can be used in the exams.</p>	<p>SENCO / Exams officer / Trafford SENAS</p>	<p>Reviewed in Spring term as part of budget preparation.</p>	<p>All students with reading impairments to be able to access all information, both curriculum based and whole school.</p>
		<p>Long Term</p> <p>Flashing alarm/ alert in place, and regularly monitored.</p>	<p>Maintenance and monitoring through fire drills and other testing to ensure it remains functional.</p>	<p>Site Team</p>	<p>Annually monitored</p>	<p>All students with a HI need are able to access all alerts.</p>

4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be approved by Pupil Welfare Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disability policy
- Supporting students with medical conditions policy

- Health and safety and premises reviews

Appendix 1: Accessibility audit

Item	Issue	Green	Amber	Red	Action Plan	Cost
1	Is furniture and equipment selected, adjusted and located appropriately?				Review for each individual pupil with a disability, will have access to suitable furniture and equipment considered as advised.	Current school budget supports all basic needs costs and Capital plans will incorporate all costs
2	Are Pathways and routes logical and well signed?				Yes	
3	Do you have emergency and evacuation procedures for specific students with a disability?				Yes, we have personal evacuation procedures in place for all vulnerable students with accessibility concerns currently at the school	
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				Yes – laptops are provided where necessary, as well as height adjusting furniture.	
5	Do furniture layouts allow easy movement for students with disabilities?				Seating plans are used to ensure that students with disabilities are seated appropriately.	
6	Are quiet rooms/ calming rooms available to children who need this facility?				Consider options to support spaces to let students appropriately calm if dysregulated.	

7	Are car park spaces reserved for disabled people near the main entrance?				
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8	Are there barriers to easy movement around the site and to the main entrance?				Doors at times can be heavy and sometimes require assistance to move through these. This is often related to a fault. And promptly addressed by site team.
9	Are steps needed for access to the main reception & entrance?				accessibility ramps and ramps on entrances are available across the site
10	Do all those steps have a contrasting colour edging?				Yes
11	If there are steps, is a ramp provide to access the main entrance?				Yes
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				Yes
13	Is it possible for a wheelchair user to get through the reception door unaided?				Yes
14	If no is an alternative wheelchair accessible entrance provided?				N/A.
15	If there is a lobby at the reception entrance, is it possible for a wheelchair user to negotiate the doors?				Yes
16					

	Do all internal doors allow a wheelchair user to get through unaided?				Yes in the Fatima and Wallsingham buildings but the majority of doors may require assistance to open in rest of the school.	
17	Do all corridors have a clear unobstructed width of 1.2m?				Yes in the Fatima and Wallsingham buildings, not in all areas of the rest of the school.	
18	Does each block have a wheelchair accessible toilet?				Yes in Fatima Building & Wallsingham Buildings, Library and room 35 main school block. Additional toilets planned will include DDA toilet access.	N/A
19	Does the relevant block have accessible changing rooms/ shower facilities?				We have one in the Sport Academy, accessible bathroom	

20	If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?				Yes	
21	Is there a continuous handrail on each internal stair flight and landing?				Yes	
22	Do the blocks have a lift that can be used by wheelchair users?				Yes in the Fatima Building and 3 Rome Building storey main school block, Lourdes 2 storey block has no lift.	
23	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				3 lifts on site but not all floors are accessible	
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				All fire exits with stairs have refuge areas and evac chairs. All visitors will have assistance and an alternative route identified on arrival is required. Students follow their PEEP plans	

25	Are non-visual guides used to assist people to use the buildings?				No, this is something that we do not currently have the need for.	
26	Could any of the décor be confusing or disorientating for students with disabilities?				No	
27	Is a hearing induction loop available (either fixed or portable) in the school?				Students who require loops will normally have personal amplification systems attached to their hearing aids and supported by the Sensory Inclusion Service.	
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				For the majority of students audible warning systems are fine. For HI students there is a flashing light fitted to the school's alarm.	

