

Accessibility Plan 2026-27

All FE institutions are legally required to produce and publish an accessibility plan. This plan is to be updated unusually, and made available to the institution's stakeholders. The accessibility plan is aimed specifically at students with a disability.

At Blackpool Sixth we are fully committed to providing a fully inclusive and accessible environment for all students, staff, parents and visitors. This accessibility plan outlines how we will meet the needs of disabled students, staff and visitors within our college.

This plan is in place to identify barriers which may prevent access to the curriculum for potential and current students with disabilities and the actions that college is taking to address these issues.

The plan has been drawn up by the Head of Additional Learning Support, and will be overseen by the Head of Additional Support and Deputy Head of Additional Learning Support.

The accessibility plan will be published on the sixth form website, and disseminated to curriculum staff and staff supporting students through their line managers.

Date of Publication: June 2026

Date for review: June 2027

Rationale:

- (a) An accessibility plan is designed to ensure that students with a disability can fully participate in the institution's curriculum.
- (b) An accessibility plan is designed to ensure that the physical environment of the institution enables students with a disability to take advantage of the facilities and services provided or offered by the institution
- (c) An accessibility plan is designed to improve the delivery of information to students with a disability.

This plan complies with the statutory guidance as set out in the SEND Code of Practice 2015 and the Equality Act 2010. The 2010 Act sets out duties in regards to the protected characteristics which include

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

The SEN Code of Practice 2015 states that under the Equality Act 2010 as a college we:

- **Must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- **Must** not discriminate for a reason arising in consequence of a child or young persons disability
- **Must** make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

- **Must** make reasonable adjustments to procedures, criteria and practices to ensure children and young people are not at a substantial disadvantage compared to their peers.
- **Must** publish accessibility plans setting out how they plan to increase access for disabled pupils in the curriculum, the physical environment and to information.

Aims of this plan:

- To ensure that students at Blackpool Sixth who have disabilities and/or additional needs have access to the equipment and support they need in order to access learning.
- To continue to ensure that **all** students are able to access the curriculum offer and that reasonable adjustments are put in place when they are required.
- To continue to ensure that all parents/carers and visitors are able to access the college and support the students learning.
- To ensure that relevant staff are trained in meeting the needs of all students including those with disabilities and additional needs.

Associated documents and policies:

- Equality act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 2015
- Blackpool Sixth SEN Information Report
- Blackpool Sixth Safeguarding policy
- Supporting pupils at school with medical conditions 2015

| Physical Access | | | | | |
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| Target | Strategies | Timescale | Responsibility | Success Criteria | Evaluation |
| For college to be aware of the access needs of disabled students, staff, directors, parents and visitors | Information on prospective students taken from EHCPs and interviews throughout the application process | Before the entry of every new student | Head of Additional Learning Support | Risk Assessments completed College systems updated with information on student need | |
| | For Additional Learning Support to create PEEPs for individuals when needed. | As needed | Head of Additional Learning Support | PEEPs to be in place when they are needed. | |
| | Identification of the access needs of parent/carers through interviews with the student and liaison with family worker if applicable | Throughout the transition process, and throughout the year as required | Head of Additional Learning Support | College to be aware of the needs of anybody who needs access to the college building and to be able to effectively and safely. | |
| | Identification of staff needs during recruitment, induction, PDRs and back to work interviews. | During recruitment and then as required | Head of Human Resources | The needs of all staff are met and any adjustments needed are made. | |

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| To ensure that students, staff and visitors to college with physical disabilities are able to access the building safely | All entrances and exit points are all clearly identifiable and are accessible | Checked regularly | Head of Estates | All members of the college community and visitors are able to locate entrances and are able to exit and enter the building safely. | |
| | Ensuring that corridors are accessible throughout college | Corridors checked daily | All staff | All members of the college community and visitors are able to move around college safely | |
| | Ensure that students, parents/carers and visitors in wheelchairs are able to access classrooms safely | Classroom layouts adapted where needed to allow access for wheelchairs, or those with physical difficulties | Classroom teachers | For students, parents/carers and visitors in wheelchairs and/or physical difficulties to be able to access classrooms safely. | |
| | Ensure PEEPs are in place for students who need them and that staff are aware of what is included on the document. | Throughout transition/enrollment and as required. | Head of Additional Learning Support | Identified students to have a PEEP to ensure they can evacuate the building safely in an emergency | |

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| Equipment within college for students with physical difficulties meets the individual needs and that staff working with the equipment are trained to use it | Ensuring that equipment and resources for individuals is appropriately used | As required | Head of Additional Learning Support | Identified staff to liaise with physiotherapist and occupational therapist when it is required | |
| | Staff are to be aware of occupational health recommendations, plans and equipment we have in college for use with students who have physical disabilities. | As required | Head of Additional Learning Support | Identified students to have time to follow physiotherapists, occupational therapists guidelines and the equipment in order to facilitate it. | |
| To ensure that students with hearing impairments or visual Impairments have access to the aids they need and that the college has made reasonable adjustments to meet their individual needs. | <p>Students to be allocated a Key Support worker from Additional Learning Support who specialises in support for students with visual impairments (VI) and hearing impairments (HI)</p> <p>Ensure that students with VI have access to the correct sized font on any documents</p> <p>Ensure the hearing loop system is working</p> | As required | Head of Additional Learning Support | Reasonable adjustments to have been made in order to meet individual needs | |

| Access to the curriculum | | | | | |
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| Target | Strategies | Timescale | Responsibility | Success Criteria | Evaluation |
| All students in college to have the correct height of furniture and are seated in a manner within the classroom to access teaching and learning | Ensuring that all tables, work areas and chairs are at a suitable height for all students. | Annually | Head of Additional Learning Support Class Teachers | All students have access to the correct height furniture within the classroom. | |
| | All students who have been provided with equipment to assist them such as specialist chairs, and these to be assessed regularly. | As required | Head of Additional Learning Support Class Teachers | Students with specific equipment needs to have access to the subject lessons | |
| All staff in college to be aware of the specific needs of students within their classroom and ensure that training is provided where it is needed | Medical information of all students kept up to date and shared with teaching staff, pastoral mentors and key support workers | Throughout transition, Application and ongoing throughout the year | Head of Additional Learning Support | Staff to be aware of students who have additional needs, and be trained in order to offer effective support | |
| | Ensure there is first aid cover at all times and for staff to have been trained for specific conditions | On going | Head of Estates | First Aid staff to have an awareness of complex needs and how to respond | |

| Information | | | | | |
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| Target | Strategies | Timescale | Responsibility | Success Criteria | Evaluation |
| For information that that is on the college website for parents/carers/visitors and potential parents to be accessible | Ensure that all policies and procedures are on the college website and are easily accessible. | Ongoing | Senior Leadership team | For everybody to be able to access the college policies and procedures | |
| | Paper copies to be readily available if these are requested of all documents that appear on the college website. | Ongoing | Head of Additional Learning Support | | |
| To ensure that communications sent from college are accessible | Ensure that all college communications are in an accessible format, and able to meet the needs of the intended reader. | Ongoing | Assistant Principal - Student Support | All members of the college community to have communications accessible to them | |