

## Bourne End Academy Academy Accessibility Plan

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<b>Department Owner</b>	Operations (National)
<b>Section Owner</b>	Education (National SEND Lead)
<b>Approver</b>	Education & Personnel Committee
<b>Date Approved</b>	July 2015
<b>Review Date</b>	Dec-18 [trustees approved an extension of the period covered by this plan in Sept-18]
<b>Status</b>	This policy must apply to all E-ACT academies. The Headteacher is responsible for ensuring that all academy specific information is completed.

# 1 **Accessibility Plan [2015 - 2018]**

## 1.1 Introductory statement

This Accessibility Plan (**Plan**) has been drawn up in consultation with staff, parents and pupils of the Academy and covers the period from September 2018 to December 2018. The plan is available in large print or other accessible format if required.

The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## 2 **Background**

### 2.1 The Academy's layout and facilities

The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies one site, with various buildings including one with three floors and one building with two floors. Access to the building with two floors is through a purpose built lift.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus
- disability equality scheme
- equal opportunities policies
- health and safety policy
- special educational needs policy

The Plan will be monitored through the Raising Achievement Board. There will be a full review of the Plan in the summer term of each year and a new Plan will be produced to cover the next three years for the autumn term.

### **3 Welcoming and preparing for disabled pupils**

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs the Academy will work with the Local Authority (**LA**) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

## Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	Training of staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	October and ongoing training throughout the Academic year 2018-2019.	Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations.
<b>Medium term</b>	To enable staff to plan lessons which are responsive to diversity and the needs of all of our students at the Academy.	Training and a new Teaching and Learning Procedures in place to support expectations in planning lessons. There are high expectations and high aspirations for all students regardless of their disability.	Staff confident in planning lessons which fully acknowledge, cater for and are response to the diversity of all of our students.	December 2018.	The culture and ethos of the Academy is fully inclusive and all students whatever their disability are able to access all aspects of the Academy curriculum.
<b>Long term</b>	To increase the extent to which disabled students can participate in the Academy curriculum overcoming all and any barriers to learning. To improve the delivery information to students, staff, parents and visitors with disabilities.	Training of staff regarding bespoke differentiation strategies and plans as needed for individual students. Training of staff regarding planning for visits, trips or enrichment ensuring that disabled students are all in a position to partake. Information to be made available in a range of formats for all students.	All students able to participate in all curriculum and extra curriculum activities including enrichment, visits and trips. All stakeholders of the academy are informed of academy events and information.	December 2018.	Inclusive approach to Academy life outside of scheduled and taught lessons. The inclusive nature of the Academy extends to all stakeholders promoting and creating relationships that extend beyond the school environment.

## Improving the physical environment of the school to increase access to education by disabled pupils

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals achieved</b>
<b>Short term</b>	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from LA sensory support service on appropriate colour schemes.	Some areas are made more accessible to visually impaired children.	December 2018.	Physical environment improved.
<b>Short term</b>	Enable disabled pupils and visitors to park within reasonable distance of the School.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	December 2018.	Improved access to School site.
<b>Medium term</b>	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	December 2018.	Improved facilities for disabled students and visitors.
<b>Long term</b>	Enable disabled pupils and visitors to access the ground floor of the School building.  Plan to fit ramps and handrails to the entrances and exits which have priority.	Planned use of minor capital delegated resources and discuss with the LA using Schools Access Initiative funding.	Having secured capital resources from the LA the school's entry areas will be fully accessible.	December 2018.	Physical accessibility increased.
<b>Long term</b>	Provide access to upper storey classrooms if at all practicable.	Research and cost lift / staircase and funding with the LA.	Ability of disabled pupils to access all areas of the School.	December 2018.	Improved access to educational facilities.

## Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
<b>Short term</b>	Staff to ensure the availability of written material in alternative formats.	Staff to become aware of the services available through the LA for converting written information into alternative formats.	If needed, the School could provide written information in alternative formats.	December 2018.	Delivery of information to disabled pupils is improved.
<b>Short term</b>	Ensure that all staff are aware of students who may require written material in alternative formats.	Staff are able to easily identify students who may require written material in alternative formats and use this information to inform the planning of lessons.	All students are able to fully access the curriculum and extra-curricular information.	December 2018.	Delivery of information to disabled pupils is improved.
<b>Medium term</b>	Staff to become familiar with technology that is available to assist disabled students in accessing all aspects of the school curriculum.	Staff to undergo training regarding assistive technology available to support disabled students in accessing the curriculum.	Disabled students are able to make use of assistive technology increasing their ability to successfully access the curriculum.	December 2018.	Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations.
<b>Long term</b>	Information is presented to students, staff, parents and visitors in a way which is user friendly for any people with disabilities.	Staff training to develop awareness of disability and how to plan events and information evenings to include alternative formats where necessary.	All events and information evenings are planned to include alternative formats where necessary.	December 2018.	Flexible approach in delivering events and information evenings, ensuring that the inclusive nature of the Academy extends to all stakeholders.