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Boston West Academy Accessibility Plan

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Vision

Anthem Schools Trust is committed to working collaboratively to create ambitious and successful schools where every child thrives, and with teaching and learning being at the heart of everything we do. We understand that ensuring every child accesses Inclusive High Quality First Teaching is fundamental to good outcomes for our students. One of our mottos within the Anthem Schools Trust is ***“Every Student, Every Lesson, All the time.”***



Purpose

This Accessibility Plan is designed to ensure that **Boston West Academy** complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all students, staff, parents/carers and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the Inclusive High Quality First Teaching in lessons, and all aspects of the school day, including those with disabilities and special educational needs.

Key Objectives of the Accessibility Plan:

- to increase the extent to which all students, including those with SEND, can participate in the school curriculum
- to improve the physical environment of **Boston West Academy** to increase the extent to which students, staff and visitors with a disability can access provision within the school
- to improve communication to students and parents/carers.

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 and trusts on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 and academy trusts are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with a disability faces in comparison with students without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Duties on the school

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

The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website. It is also available in large print or other accessible formats if required.

Reasonable adjustment duty

The school is committed to making reasonable adjustments to allow students and adults with disabilities to access the educational provision and related services at the school. This is clearly set out in the guidance: The Equality Act (2010) and Schools (Sections 4.20-4.39).

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)

We plan, over time, to increase progressively the accessibility of the school to students and staff with disabilities.

Planning duties

This section outlines the main activities which **Boston West Academy** undertakes, and is planning to undertake, to achieve the key objectives which will be stated within our Accessibility Plan.

1) Increasing the extent to which disabled students can participate in the school curriculum.

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning for a more inclusive curriculum
- Changes to teaching and learning arrangements
- Classroom organisation
- Timetabling
- Deployment of auxiliary aids and personnel
- Information and training for staff.

2) Improving the physical environment of the school

We see this as attempting to 'increase the extent to which all students, especially those with SEND, are able to take advantage of education and associated services'.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting
- Room access

The school 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 site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

3) Provision of Information

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

- ▪ Modified examination papers
- ▪ Modified resource and support material
- ▪ ICT facilities

Communication with parents and carers

In order to best meet the needs of a student with a disability, our schools aim to work systemically with parents and carers. We acknowledge that the better we know and understand our children, the better we are able to meet their needs and we therefore highly value partnership working with families. We support our parents and carers to work closely with the school to provide full information about any disabilities, special educational need or other relevant information about their child(ren).

Accessibility Audit

At Appendix 1 is an accessibility audit template relating to the above three planning duty areas which our school completes in order to inform our Accessibility Plan.

Accessibility Plans

At Appendix 2 is an action plan template relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the students' disabilities and any preferences expressed by them or their parents/carers.

Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and Complaints Policy.

Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

The Director of Education will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every three years.

Links with other policies

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

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Education Needs (SEN) Information Report
- SEND Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility Audit

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? <i>e.g. training need, policy change, documentation, physical environment, communication, resources required</i>	Transfer to the accessibility plan?
1.1 Is everyone made to feel welcome, including those with Special Educational Needs and / or disabilities?	We are inclusive and have adapted provision or made reasonable adjustments.			
1.2 Are there high expectations of all students and staff?	Yes – Every Student, Every Lesson, All the Time			
1.3 Do staff, Anthem Community Councils and students share and promote a philosophy of inclusion?	Yes – Every Student, Every Lesson, All the Time			
1.4 Are students equally valued?	Yes – Every Student, Every Lesson, All the Time			
1.5 Do staff seek to remove all barriers to learning and participation?	Yes and they actively ask for guidance.			

1.6 Are lessons made accessible to all students?	Yes, unless pupils require a bespoke curriculum.			
1.7 Are support staff used effectively to positively impact on student outcomes?	Yes – staff are deployed dependent on need.			

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? <i>e.g. training need, policy change, documentation, physical environment, communication, resources required</i>	Transfer to the accessibility plan?
2. Staff training				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Through EHCP and EHA advice.			
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support students with a disability?	BSL training Medical need training			
2.3 Are your staff aware of how classrooms should be optimally organised for students with a disability?	Dependent on need and from specific advice from agencies or other staff			
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?	Curriculum and books.			

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? <i>e.g. training need, policy change, documentation, physical environment, communication, resources required</i>	Transfer to the accessibility plan?
3. Provision of written information				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	On the website and during meetings with signposting.			
3.2 Do you provide access to computer technology appropriate for students and adults with disabilities?	Yes – we have deployed devices where needed			
3.3 Do you provide access to internet resources appropriate for students and adults with disabilities?	Yes – for example, coloured overlays			
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for students and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?	Yes – including bespoke books and equipment			
3.5 Do you have the facilities to produce written information in a variety of font sizes?	Yes			
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from www.rnib.org.uk)	Yes, including access to the RNIB reading books			

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
4. The physical environment <i>Consider all the areas to which students should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.</i>				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for students and adults who use wheelchairs?	No			
4.2 Are toilet facilities and showers accessible to wheelchair users?	Yes			
4.3 Are there safe pathways of travel around the school site and parking arrangements?	Yes			
4.4 Is there any decor which may be confusing or disorientating for students and adults with a disability with a visual impairment, for example floors and walls which are the same colour?		Unsure	We would get the visual impairment team to survey the grounds as before and then act on advice.	Yes
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?		Unsure	We a survey of the grounds and then act on advice.	Yes

4.6 Is there accessible storage to enable students and adults with a disability to access aids and equipment?	Yes			
4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?	No - we currently have families with these needs and have support from the relevant agencies.			
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?		No	We would get the visual impairment team to survey the grounds as before and then act on advice.	Yes
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?		No	We a survey of the grounds and then act on advice.	Yes

Appendix 2: Accessibility Plan template

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

Aim: Increase access to the curriculum for students with a disability	
Current Good Practice	<p>Explain your school's approach here.</p> <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all students, including those with a disability • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to ensure it meets the needs of all students
Objectives	Ensure the curriculum meets the needs of pupils who require a bespoke approach.
Actions to be taken	<p>SENCo to monitor bespoke curriculums and provision for identified pupils.</p> <p>Adaptations made in response to monitoring.</p>
Person responsible	HT
Date to complete actions by	July 2024
Success criteria	Through internal and external monitoring, including during EHCP reviews, the curriculum continues to be appropriate and progress is evident.

Aim: Improve and maintain access to the physical environment	
Current Good Practice	<p>We had a pupil who required wheelchair access and other families. This made us constantly assess the accessibility. We also have a member of staff with mobility issues and have been able to make reasonable adjustments.</p> <p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Pathways outside which are accessible.

Objectives	All of our school is accessible and adaptations are made if needed according to need.
Actions to be taken	Constant review of the physical environment and make changes as needed.
Person responsible	HT
Date to complete actions by	July 2024
Success criteria	All areas are accessible or activities are adapted as necessary – no one is excluded.

Aim: Improve the delivery of information to students with a disability	
Current Good Practice	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Induction loops • Pictorial or symbolic representations • BSL interpreters
Objectives	All students are able understand everything throughout school.
Actions to be taken	Constant review of needs and make changes as needed.
Person responsible	HT
Date to complete actions by	July 2024
Success criteria	All areas are accessible or activities are adapted as necessary – no one is excluded.