



**The Boston Witham
Academies Federation**

Staniland Academy

ACCESSIBILITY PLAN

3-year period covered by the plan: 2016 - 2019

The Boston Witham Academies Federation is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of Disability (Equality Act 2010)

In the act a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Act.

Progressive conditions considered to be a disability:

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded:

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

The Boston Witham Academies Federation plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the academies. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the academies, adding specialist facilities as necessary. This covers improvements to the physical environment of the academies and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if an academy fails to do this they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached which relate to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination.

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

- Public Sector Equality Policy
- Curriculum Statement
- Professional Development Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour for Learning Policy

The Accessibility Plan will be published on the Academy website.

The Academy's complaints procedure covers the Accessibility Plan.

Vision and Values:

- The Boston Witham Academies Federation aims to ensure equality of opportunity for all its, pupils and staff and it follows that disabled pupils or prospective pupils, are not treated less favourably than other and pupils or prospective pupils, for reasons relating to their disability.
- Please read this in conjunction with the federation's SEN policies.

Information from pupil data and academy audit:

The latest information regarding the number of pupils with special educational needs and disability for each academy can be found in each academy's SEF and PLASC.

Views of those consulted during the development of the plan:

The views of all agencies, pupils and their parent/carers will be sought through the regular meetings held as part of the support given by the academies.

The main priorities in the academy's plan:

Increasing the extent to which disabled pupils can participate in the academy curriculum:

- The academy will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, support will be given by the Special Educational Needs (SEN) department, led by the Special Educational Needs Co-ordinator (SENCO).
- The academy facilitates services from a range of agencies for all pupils and their families.

Improving the physical environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services:

- The academy's classrooms are all on the ground floor or accessible by lift. Any new build will be built with disabled pupils in mind, ensuring access for all.
- Each academy has disabled toilet facilities for pupils and for the use of disabled people using extended school services
- Each academy has disabled shower facilities.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Where necessary, all hand-outs, letters, timetables etc. will be made available in suitable format for disabled pupils, including electronically.

Making it happen

- This plan will be reviewed by governors every 3 years

Accessibility Plan 2016-2019

Improving Physical Access

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure no pupil or member of staff is excluded from accessing the premises	Conduct an annual audit of academy premises taking into account the specific needs of any pupil and staff either current or prospective.	Classrooms are accessible to all pupils and staff	Annual audit and update	All pupils can access the curriculum	Leadership and Management SLT focus group.
Continue to review the accessibility of the site for		No space on site is inaccessible for these pupils.	Termly.	All pupils feel confident getting around the site and feel able to access all areas.	SEN team
Continue to ensure the needs of pupils are met in relation to physical therapy and/or PE lessons.	<p>Liaise with school nursing team to ensure relevant staff have had appropriate training to support pupils in physical activity.</p> <p>Following any planned surgery, provide appropriate physical therapy on site.</p>	<p>All pupils to access PE lessons where appropriate or receive regular physical therapy.</p> <p>All pupils to feel supported.</p>	(linked to planned medical procedures and/or surgery)	All pupils to access some form of physical activity every week and to feel included in PE lessons.	SEN team

Improving Curriculum Access

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure that teaching and learning meets the needs of all learners through effective differentiation	Clear provision for differentiation and intervention. This should include HW projects. Regular staff training	All teachers are able to fully meet pupils' needs with regard to accessing the curriculum	September 2016+	Drop in and lesson observation evidence indicates the needs of all learners are being met. Evidence from training sessions	
Ensure computer provision for all pupils identified as requiring ICT support.	Ensure computer/laptop access available for pupils.	Improved attainment and progress for SEND pupils.	September 2016+	All SEND pupils who require ICT support can access the curriculum and achieve.	
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of epi-pens.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and pupils.	Academy will continue to be fully inclusive.	September 2016 for new staff and ongoing.	All staff to have attended appropriate training for the administration of drugs for pupils on the SEN register for specific medical issues.	Record of training kept by SEN Department
Continue to ensure that the needs of SEND pupils are met and seen to be met.	Deliver training to new staff including NQT/GTP. Continually review policy and procedures relating to SEND.	Improved attainment and progress for SEND pupils.	September 2016+	Drop in and lesson observation evidence indicates the needs of all learners are being met. Narrowing of gap between SEND and non. Evidence from training sessions	

Improving the Delivery of Written Information

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Make written material/ communication available to pupils, staff and parents in alternative formats eg translated into different languages and/or larger font size.	Review current academy publications. Source electronic systems of communication to enable pupils, staff and parents/carers to adapt to suit their needs.	Academy information available to all in a range of formats and languages.	September 2016+ December 2016	Delivery of information to pupils, staff and parents and to carers improved. Increased involvement in academy life.	By Leadership and Management SLT focus group.

Improving access for those with a hearing or visual impairment

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Source equipment to support if advised	Purchase specialised equipment if advised.			.	SEN team

The academy will work with external agencies involved with pupils with disabilities to ensure their needs are met.

The academy will work with agencies such as Access to Work to ensure anyone employed at the academy or applying to work, is not discriminated against because of a disability. Please refer to the Equal Opportunities Policy for additional information.

28 November 2016
Review November 2019