



## **ACCESSIBILITY AND EQUALITY PLAN**

This document should be read in conjunction with the Trust's Equality Statement.

In formulating this plan the Academy has taken into account the needs of all people who have a protected characteristic. The protected characteristics are defined in the Equality Act. These are Age (regarding staff not pupils), Disability, Gender Re-assignment, Marriage and Civil Partnership (regarding staff not pupils), Pregnancy and Maternity, Race, Religion Faith or Belief, Sex, Sexual Orientation.

### **3-year period covered by the plan: 2019 - 2022**

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 an impairment, expanding the curriculum as necessary to ensure that pupils with an impairment are as, equally, prepared for life as children without impairments; (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 impairments. 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:

- Equality Policy
- Curriculum Statement – Ethos and Vision
- 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 latest census document.



### **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) Maxine Cunningham.
- 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. Any new build will be built with physically impaired pupils in mind, ensuring access for all.
- Each academy has accessible toilet facilities for physically impaired pupils and for the use of physically impaired people using extended school services
- Each academy has disabled shower facilities.

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

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

### **Making it happen**

- This plan will be reviewed by governors every 3 years

### 1. Improving Access to the Curriculum

<b>Priority 1: Ensure that the curriculum and college environment are able to support diverse needs by effectively tracking the Inclusion Development Plan</b>							
<b>Actions</b>	<b>Persons/Leading</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring and Support Arrangements</b>	<b>Evaluation</b>	<b>Finance, Resources and training</b>	<b>Status RAG</b>
1.1 Annual review of curriculum to ensure that needs of students are matched by curriculum and staffing	<b>R.Hydes</b>	Summer Term	Needs of all pupils are met	Reviewed when necessary by teachers.	Curriculum led by needs of the pupils and reviewed every year.		
1.2 Multi Agency assessments actioned for all students at risk	<b>M Cunningham</b>	When required	Needs of all pupils are met	Agencies	Multiple agency assessments take place when needed		
1.3 External agency support is identified and delivered for all students in need	<b>M Cunningham</b>	When required	Needs of all pupils are met	Agencies	External agencies are used when needs are identified		
1.4 Ensure no pupil or member of staff is excluded from accessing the premises	<b>R.Hydes</b>						

<b>Priority 1: Ensure that the curriculum and college environment are able to support diverse needs by effectively tracking the Inclusion Development Plan</b>							
<b>Actions</b>	<b>Persons/Leading</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring and Support Arrangements</b>	<b>Evaluation</b>	<b>Finance, Resources and training</b>	<b>Status RAG</b>
1.4 Alternative Curriculum students access balanced curriculum	<b>R.Hydes</b>	When required	Needs of all pupils are met	Kerry Carr & Peter Knights  Emma Barton – Intervention Lead	No students identified at present		
1.5 Students with identified needs have access to laptops and resources to support learning	<b>R.Hydes</b>	When required	Needs of all pupils are met	SENDCO Admin Team	No students identified at present	Where identified – with ICT budget allocation for hardware and software.  May also link with SEND funding.	
1.6 All students on the SEN register to be individually assessed for any examination access arrangements	<b>R.Hydes</b>	When required	Needs of all pupils are met	Maxine Cunningham  Emma Barton – Intervention Lead	NCA Tools registration pages accurate and deadlines achieved.		
1.7 Academy environment reviewed by relevant	<b>R Fendyke</b>	Annually and when required	Access is available for all	Site Manager & Rachel Fendyke	Environment is safe		

senior manager to ensure access for all.							
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## 2. Improving Access to the Physical Environment

Priority 2: Ensure that the curriculum and college environment are able to support diverse needs by effectively tracking the Inclusion Development Plan							
Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and training	Status RAG
2.1 To ensure all students/visitors access all areas of the academy.	<b>Rachel Fendyke</b>	Annually when required	Access is available for all	Rachel Fendyke	Academy is accessible for all. Health and Safety checks took place weekly in accordance to the site managers check-lists.		
2.2 To improve signage to standard format	<b>R. Hydes</b>	Annually when and when required	Signage is clear	Site Manger and Rachel Fendyke	Signage is clear		
2.3 Emergency evacuation systems to include alarms with both visual and auditory components	<b>R. Hydes</b>	Termly Headteacher Weekly Caretaker	Evacuation systems work effectively	Site Manger and Rachel Fendyke	Evacuation systems work but need more frequent checks. Meet the legal requirements but would like more as a school.  Children evacuate quickly and sensibly		



2.4 Ramps and lifts available at relevant points to ensure access to all parts of the site, regardless of disability	<b>Rachel Fendyke</b>	Annually – servicing, maintenance and repair contracts.	Safe equipment in use all year.	Site Manger and Rachel Fendyke	Safe equipment in use all year, any identified maintenance or repair work, quickly actioned.		
2.5 Classrooms optimally organised for pupils with additional needs	<b>R. Hydes</b>	Annually and when required	Access for all	Caretaker and Site manager  M Cunningham			

### 3. Improving Provision of Information

Priority 3: To improve provision of information to ensure that all groups have equal access to college information							
Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and training	Status RAG
3.1 To improve communications to groups with protected characteristics	<b>R. Hydes</b> <b>M Cunningham</b>	Annually when required	Communications are clear				
3.2 To ensure the academy website is clear, simple and easy to navigate	<b>R. Hydes Peter Knights</b>	Annually when and when required	Website is clear	Peter Knights	Website clear To navigate		

### 4. To actively promote Gender Equality throughout the Academy.



<b>Priority 2: Ensure that the curriculum and college environment are able to support diverse needs by effectively tracking the Inclusion Development Plan</b>							
<b>Actions</b>	<b>Persons/Leading</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring and Support Arrangements</b>	<b>Evaluation</b>	<b>Finance, Resources and training</b>	<b>Status RAG</b>
4.1 Monitor balance of gender across employed staff	<b>R. Hydes</b>	Annually	Gender is balanced where able		Monitored – range of staff in place still ensuring the best candidate is employed for any given pot.		
4.2 Support staff in accessing equal CPD opportunities	<b>R. Hydes</b>	Annually	All staff access quality CPD	Timetable in place for CPD – Peter Knights	Support staff access training when required		
4.3 Promote gender equality through education and visual graphic	<b>R. Hydes</b>	Ongoing	Pupils are tolerant		Monitor in line with racial, bullying incidents. Record if this occurs and report to LGB.		
4.4 Actively challenge traditional gender stereotypes through education and positive role models	<b>R. Hydes</b>	Ongoing	Pupils are tolerant		Monitor in line with racial, bullying incidents. Record if this occurs and report to LGB.		



**5. To actively promote Race Equality throughout the Academy.**

<b>Priority 5 To monitor and promote Race Equality and take action where inequalities arise</b>							
<b>Actions</b>	<b>Persons/Leading</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring and Support Arrangements</b>	<b>Evaluation</b>	<b>Finance, Resources and training</b>	<b>Status RAG</b>
5.1 Monitor balance of minority race and ethnic groups across employed staff	<b>R. Hydes</b>	Annually	Minority and ethnic groups are balanced where able		Monitored		
5.2 Support staff in accessing equal CPD opportunities	<b>R. Hydes</b>	Annually	Support staff access quality CPD		Support staff access training when required		
5.3 Promote race equality through education and visual graphics in college	<b>R. Hydes</b>	Ongoing	Pupils are tolerant		No racist incident recorded so far this year		
5.4 Promote academy visits to multi-cultural areas to increase awareness of multicultural society	<b>R. Hydes</b>	Ongoing	Pupils are tolerant		Transport and cost difficulties but we have invited visitors in to discuss different cultures		