



Accessibility Plan 2021 - 2023



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Legal framework and background to the accessibility plan

The Equality Act 2010 requires schools to carry out accessibility planning for disabled pupils aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

Purpose of this plan

The purpose of this is to show how the staff, governors and families at Boughton Heath Academy intend, over time, to increase the accessibility of all areas of our school for disabled pupils.

Schedule for Development / Monitoring / Review

This plan was approved by the Board of Directors / Governing Body / Governors Sub Committee on:	<i>Date:</i>
The implementation of this plan will be monitored by the:	<i>Principal, Vice Principal, Senior Leadership Team, Governing body</i>
Monitoring will take place:	<i>Once every 3 years</i>
The next anticipated review date will be:	<i>Next review date: September 2023</i>
Should serious incidents take place, the following external persons / agencies should be informed:	<i>Steve Ellis – CEO, CAT Luci Jones – Director of Operations, CAT</i>

Definitions

Under the terms of the Equality Act 2010, a disabled person is defined as

'someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'

The definition includes children and young people with physical or sensory impairments, such as those with a hearing or vision impairment, or who have physical disabilities. It also covers chronic medical and mental health conditions, such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV.

School Vision and Values

We seek to serve the local community by offering children a caring and educationally rich learning environment in which to flourish as individuals and become increasingly valuable members of society. The school is committed to ensuring equal access for all its employees, pupils and any others involved in the school community, with any form of Disability, and will ensure that disabled people are treated no less favourably in any procedures, practices and service delivery. The Accessibility Plan is an important part of the school's drive to ensure equality of opportunity for all children and outlines areas for improvement and timescales for implementation. Progress towards the goals set out in the plan is reviewed annually by the Governing Body and is revised every 3 years.

Boughton Heath Academy Context

Boughton Heath Academy is a mainstream academy for boys and girls, age range 4 years to 11 years old. The academy comprises of one school building, which has recently had significant investment to upgrade the facilities. There is disability access for all classrooms and main areas of the school, which is all on one level meaning there is, and is no requirement for, stairs or lift access. The recent investment and upgrades mean the building has modern lighting, heating, connectivity and security to ensure all learners are safe, well cared for and in a secure environment regardless of any disability. At present we have no wheelchair dependent pupils, parents or members of staff. The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. We have a very small number of pupils and parents who have a hearing impairment or a visual impairment.

Who is responsible for ensuring that the Accessibility Plan is in place and followed?

The school Governing Body is responsible for:

- making sure the school complies with the relevant equality legislation
- making sure requirements of the equality Act 2010 are implemented, that there is a school Accessibility Plan in place and available on the school web-site
- monitoring the implementation and effectiveness of this plan on a regular basis (at least annually).

The Principal is responsible for:

- making sure the school Accessibility Plan is regularly reviewed and updated with the Governing Body
- monitoring the implementation and effectiveness of this plan on a regular basis.
- making sure the Accessibility Plan is readily available and that the governors, staff, pupils, and their parents and carers are aware of it
- making sure all staff know their responsibilities in relation to Equality Act 2010 legislation and receive training and support in carrying these out
- taking appropriate action in cases of discrimination in relation to disability.

Individual staff are responsible for:

- dealing with discriminatory incidents
- being able to recognise and tackle bias and stereotyping
- promoting equality of access
- ensuring that specialist advice is implemented for children with disability and that access arrangements are in place
- planning differentiated learning opportunities
- setting challenging and aspirational targets for children with SEND
- tracking and monitoring outcomes for individual children
- avoiding discrimination against anyone for reasons covered by the Equality Act 2010

Parents / carers are responsible for:

- supporting the promotion of equal opportunities

Pupils are responsible for:

- following agreed school rules and guidelines
- being kind and supportive to others

Accessibility Plan 2020 -2023 Aims and Objectives

Increase the extent to which disabled pupils can participate in the life of the school

Long Term Goals

- To ensure that no school policies or activities discriminate against children with disabilities and develop and implement strategies across all areas of the life of the school to include everyone equally.
- To continually review attainment outcomes for children with SEND and take action to improve these year on year.
- Ensure that children themselves have a forum for their views about how well their needs are met in our school.
- Ensure that all staff are aware of their responsibilities under the requirements of the Equality Act 2010
- Promote a positive school culture and raise awareness of equality across the school

How we will increase the extent to which disabled pupils can participate in the curriculum

Identified Area	How we will achieve this	Timeline	By whom?	Monitoring and Evidence of Outcome
Increase confidence of staff in delivering a high quality, deep curriculum, whilst offering pupils.	<ul style="list-style-type: none">• Staff receive regular and high quality training in relation to curriculum access for learners with SEND.• Work differentiated to meet the needs of all learners, whilst also offering challenge to ensure maximum progression and achievement standards are maintained.• SEN and disability concerns reported in timely fashion to SENDCO so relevant plans such as support plans, IEPs and funding applications can be prioritised and implemented.• Meaningful interventions taking place to overcome barriers and bridge gaps for learners.	Ongoing throughout policy review time	Senior Leaders Class teachers SENDCO	<ul style="list-style-type: none">• Staff training taking place.• Feedback from staff and pupils.• Evidence from learning walks and within pupil's work.• Evidence shown from progress and review meetings.• Evidence from intervention review.

<p>Educational visits, including residential trips to be accessible by all learners.</p>	<ul style="list-style-type: none"> • Site visits conducted prior to residentials, to ensure learners with a disability can participate and access all offerings from the visit. • Risk assessments to be completed and submitted to Evolve, requiring authorisation from Evolve and EVC prior to trip taking place. • All relevant information such as IEPs, support plans, medical files and other relevant information to be utilised when planning trips (including residentials) and copies taken to staff working with highlighted children. • Liaising with parents and carers to ascertain children's full needs prior to undertaking educational visits. 	<p>Prior to each trip undertaken and in line with Evolve submission requirements</p>	<p>Class teachers SENDCO EVC</p>	<ul style="list-style-type: none"> • Organisers to undertake planning visits prior to booking facilities. • EVC to scrutinise and authorise all trip and visit submissions. • Visit leaders to check relevant information is in trip packs prior to leaving. • Parent liaison forms for information gathering.
<p>Ensure learners have the same level of access to extra - curricular activities and wider opportunities throughout their time within Boughton Heath Academy</p>	<ul style="list-style-type: none"> • Liaison with external providers prior to activities (both competitive and non-competitive) taking place to ensure equal level of access for all learners, including those with SEND. • Training for staff on how to utilise extra - curricular activities for SEND learners to enhance progress and attainment. • Liaison with parents / carers to encourage maximum participation from SEND learners in extra - curricular events and wider opportunities both in and out of the classroom. 	<p>Prior to extra – curricular / wider opportunity events taking place</p>	<p>Activity and club providers Peripatetic teaching staff Class teachers SENDCO</p>	<ul style="list-style-type: none"> • Meetings with activity and club providers prior to them taking place and as needed throughout to ensure quality. • Training for staff as required. • Feedback from staff and parents. • Evidence from progress and review meetings.

How we will improve the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

Identified Area	How we will achieve this	Timeline	By whom?	Monitoring and Evidence of Outcome
To ensure learning areas on academy grounds are clear, easy to access and be mobile within for all learners and visitors.	<ul style="list-style-type: none"> • Staff to have responsibility for their own learning environments and ensure they are clear, clean and suitable for all learners. • All staff to receive and utilise relevant training in relation to SEND and health and safety. • Relevant documentation such as IEPs and support plans to clearly highlight mobility, hearing and visual requirements. 	Ongoing throughout policy review time	All staff SENDCO	<ul style="list-style-type: none"> • Learning walks. • Staff feedback. • Staff training. • Detailed and accurate IEPs and other relevant support plans.
To develop academy outdoor spaces in line with year group topics, for the benefit of all learners, including those with SEND.	<ul style="list-style-type: none"> • Staff meetings to decide upon format and content of outdoor areas. • Liaison with pupils, parents and carers to ascertain any specific needs for pupils / visitors. • School leadership to liaise with external partners to implement plans made and deliver high quality, safe and engaging resources for areas highlighted. • Successful completion of projects and us by learners as part of curricular and extra – curricular activities. 	Continued from last policy due to limitations caused by COVID 19.	All staff SENDCO External Partners	<ul style="list-style-type: none"> • Clear pathway forward decided and documented. • Verbal and written feedback from pupils, parents and carers. • Meetings with external partners to facilitate construction. • Full completion and use from school stakeholders.
To ensure all persons, including SEN and disabled individuals can be evacuated or held in a safe place in the event of an emergency.	<ul style="list-style-type: none"> • Clear policies in place, which all staff and visitors are aware in relation to procedures such as evacuations and lockdowns in the event of an emergency. • Regular maintenance of emergency equipment such as first aid kits, defibrillators, fire detection 	Policy documents reviewed in accordance with statutory requirements.	All staff	<ul style="list-style-type: none"> • Policy reviews and feedback. • Rehearsal drills.

	and fighting equipment, locks and alarms, in accordance with the health and safety policies.	Drills once per half term.		
How we will improve the availability of accessible information to disabled children				
Review information to parents/carers to ensure it is accessible.	<ul style="list-style-type: none"> • All information in standard, clear font and font size. • Information submitted through various methods such as email, ping, social media and paper copies. • Information available in multiple formats to meet the needs of those with reading disabilities, or auditory / visual impairments. 	Ongoing throughout policy review time	Office staff Principal Vice Principal Senior Leadership team	<ul style="list-style-type: none"> • Information provided to relevant persons in appropriate formats for them to access them. • Policy reviews. • Parent / carer feedback.
Ensure all staff have awareness and ability to deliver information in accordance with learners' needs.	<ul style="list-style-type: none"> • Staff training on relevant teaching / recording techniques for learners with specific auditory / visual needs. • IEPs, support plans and interventions to be updated in accordance with relevant auditory / visual needs. 	Ongoing throughout policy review time	Class teachers SENDCO	<ul style="list-style-type: none"> • Staff training taking place. • Feedback from staff and pupils. • Evidence from learning walks and within pupil's work. • Evidence shown from progress and review meetings. • Evidence from intervention review

Accessibility features, checks, maintenance and responsibility

The following is a reference of applicable resources / equipment in relation to Boughton Heath Academy's Accessibility Plan, along with those responsible for their maintenance and the timescale within which such maintenance / checks will be / are taking place:

Feature	Description	Maintenance / checks	Timescale	Person Responsible
Site levels	Single storey site with no stairs or lift requirements. Fire exits located around the school building which lead to school playgrounds for KS1 and KS2 and a large school field. All have ramped access for wheelchair users.	Site checks regularly in course of daily school life and in response to / in preparation for adverse weather conditions.	Site checked daily	Caretaker Duty staff
Corridor access and site mobility	Open plan building results in ease of access throughout the school. Desks and chairs located in such a way wheelchair users and persons with mobility difficulty can easily move around the building free from risk or injury.	Daily checks in course of daily school life.	Site checked daily	All staff
Fire alarms	Smoke and heat detectors throughout the building, accompanied by auditory and visual alarms. Fire exits clearly signed with push bar mechanism throughout school, along with fire extinguishers and maps of quickest exit along with the evacuation procedure clearly signed located at all teaching and communal areas.	Checks conducted on site and drills carried out once per half term. Detection equipment maintained and checked as statutorily required by external partner.	Drills conducted once per half term. Detection equipment maintained and tested as statutorily required and in accordance with SLA.	Principal, Vice Principal and all staff for drills. External partners for equipment testing.

Parking bays	Disabled parking space located at front of the building in the car park, clearly signed.	Visual check conducted, ensuring signage is clearly visible.	Checked annually	Caretaker
Toilets	Disabled toilet with access bars, low level sinks and hand drier and emergency alarm cord linked to office on site near entrance to building.	Daily cleaning and inspection. Alarm tested in drill scenario.	Daily cleaning and check. Alarm checked in accordance with fire alarm checks.	Caretaker
Signage	Emergency, hazard and informational signage located around school at appropriate heights and locations such as on doors, via exit routes and on entrance and exit to the building.	Inspected in accordance with the Health and Safety Policy.	Checked once per annum in accordance with the Health and Safety Policy.	Caretaker Health and Safety Team Members.
Lighting	Lighting throughout the building on sensor switches. Emergency lighting above all exits and with fire signage. External lighting in car park and at selected doorways.	Inspected and tested during PAT test times. Lighting replaced immediately upon fault detection / blackout.	Checked during PAT testing. Changed immediately as required.	Caretaker
Electrics	All electrical sockets and switches PAT tested.	PAT testing carried out in accordance with statutory requirements.	Once per annum	External Partner Caretaker

