



## **FISHTOFT ACADEMY ACCESSIBILITY PLAN**

### **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 for all.

### **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.
- To promote gender equality throughout the Academy
- To promote race equality throughout the Academy/

Action Plans are attached which relate to the five key aspects of accessibility. These plans will be reviewed every three years, subject to changes in statutory requirements or significant changes to the Academy.

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:

- Curriculum Statement
- Equality and Diversity 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 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.

- The academy has disabled toilet facilities for pupils and for the use of disabled people using school services on both floors.
- The academy has disabled shower facilities.

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

- Wherever possible, 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 2019-2022

**Improving Physical Access:** To ensure all students, staff and visitors are able to access all areas of the Academy.

Action	Responsibility	Timescale	Success Criteria	Monitoring	Evaluation	RAG Status
To improve external signage to the premises for visitors	R Fendyke	By July 2020	Clear signage required indicating parking for staff and visitors and pedestrian access.	Estates Committee		
To improve access for disabled visitors (Linking communication between car park and entrance).	R Fendyke	By July 2020	Disabled parking bay clearly signed and call facility between parking and front office.	Estates Committee		
To improve the uneven pathway outside of the main school pedestrian gate.	R Fendyke	By July 2020	Pathway repaired so no longer uneven. Those with physical mobility impairments are able to move safely into and out of the school premises.	Estates Committee		
To consider power-operated access to the first floor of the building for those with physical impairments. (?Stairlift).	R Fendyke	By July 2020	Decision made in relation to fitting of a stairlift or possible relocation of staffroom to lower floor (meeting room)>	Estates Committee		

## Improving Curriculum Access

Action	Responsibility	Timescale	Success Criteria	Monitoring	Evaluation	RAG Status
To increase staff awareness in relation to disability equality issues.	SENDCo	By March 2020	All staff to have undertaken basic disability awareness training.	Trust SENDo		
To increase governor awareness of their duties in relation to DDA & the implication of this in terms of improving access.	Head of Academy	By July 2020	All governors to have undertaken basic disability awareness training related to DDA requirements. (?Online training)	Board of Directors		
To undertake an annual review of curriculum to ensure that the needs of students are matched by the curriculum and staffing.	Head of Academy	By July 2020 then annually.	Curriculum and staffing reflects individual student needs.	Head of Primary Division		
To access external agency support and implement recommendations where student need is identified.	Head of Academy	Ongoing	The needs of all pupils are met.	Head of Primary Division		

### Improving the Delivery of Information

Action	Responsibility	Timescale	Success Criteria	Monitoring	Evaluation	RAG Status
To produce visitor information leaflet and school map in large print and braille if available.	Administrator	Large Print by July 2020. Braille by July 2021.	Braille and large print versions / tactile versions of visitor information leaflet available on request.	Head of Academy		
To ensure the academy website is clear, simple and easy to navigate.	Administrator	Annual Check with parent representative	Website is clear and user-friendly.	Head of Academy		

### Improving access for those with a hearing or visual impairment

Action	Responsibility	Timescale	Success Criteria	Monitoring	Evaluation	RAG Status
To improve communications facilities for those with hearing impairments.	R Fendyke	By July 2021	Induction loop fitted to main entrance office & meeting room (Or mobile induction loop purchased).	Estates Committee		
To improve emergency evacuation procedures for staff, students and visitors who are visually, hearing or physically impaired.	R Fendyke	By July 2022	Ensure all pupils who have potential personal evacuation needs linked to hearing / visual impairment have an appropriate PEEP in place which is updated annually.  Questioning upon sign in of visitors: In the event of an evacuation, would you require any assistance in evacuating the building?	Estates Committee		

## Improving Gender Equality

Action	Responsibility	Timescale	Success Criteria	Monitoring	Evaluation	RAG Status
To support staff in accessing equal training opportunities.	Head of Academy	Ongoing	All staff able to access quality training.	Chair of Local Governing Body		
To promote gender equality through education and visual graphics in the academy.	Head of Academy	Ongoing	Pupils are tolerant.	Head of Primary Division		
To actively challenge traditional gender stereotypes through education.	Head of Academy	Ongoing	Pupils are tolerant.	Head of Primary Division		
To ensure that there are gender-neutral toilet facilities on site which are accessible by both adults and children.	Head of Academy	By July 2020	Gender neutral toilet available.	Trust Premises Manager.		

## Improving Race Equality

Action	Responsibility	Timescale	Success Criteria	Monitoring	Evaluation	RAG Status
To monitor the balance of minority race and ethnic groups across employed staff within the Trust.	Trust HR Department	Ongoing	Trust staffing reflective of school communities they serve.	Chair of Board of Directors.		
To support staff in accessing equal training opportunities.	Head of Academy	Ongoing	All staff able to access quality training.	Vice CEO.		
To promote race equality through education and visual graphics in the academy.	Head of Academy	Ongoing	Pupils are tolerant. Low levels / No racist incidents.	Vice CEO.		
To promote Academy visits to multi-cultural areas in order to increase awareness of multi-cultural society.	Head of Academy	Ongoing	Pupils are tolerant.	Trust Curriculum Lead.		

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.