



**Bolingbroke Academy**

**ACCESSIBILITY POLICY AND PLAN  
2017-2018**

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## Policy Information

### Named personnel with designated responsibility for Access:

Role	Designated Person	Contact Details
Member of staff responsible for pupils with medical needs	Ms Lucy Widdowson	l.widdowson@arkbolingbrokeacademy.org
Head of SEND	Ms Lucy Widdowson	l.widdowson@arkbolingbrokeacademy.org
Senior leader who manages the SEND Department / Medical needs	Mr Jay Kerby	j.kerby@arkbolingbrokeacademy.org
SEND Link Governor	Mr Peter Dawson	pdawson@wandsworth.gov.uk
Designated teacher with safeguarding responsibility	Mr Jay Kerby	j.kerby@arkbolingbrokacademy.org

### Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
September 2018	September 2017	Lucy Widdowson

### Dates of staff training for this academic year

Dates	Course Title	Staff
<b>1.9.2016</b>	Manual Handling of people	SEND department and Danny Clow (facilities manager)
<b>17.11.16</b>	Personal Care	Lucy Widdowson, Naomi Overin, Altina Smith, Daniel Rands & Iman Hassan
<b>5.9.2017</b>	Manual Handling of people	SEND department and Danny Clow (facilities manager)
<b>4.9.2017</b>	SEND induction at Bolingbroke Academy	Whole staff

## SETTING INFORMATION

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### **Vision and Values**

Bolingbroke Academy is an inclusive school where all students are made to feel welcome and valued. Our Academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential irrelevant of their needs.

At Bolingbroke academy, we have high aspirations for all our pupils. We aim for the highest standards of educational achievement. We respect and value every pupil and support each to reach their full potential.

At Bolingbroke Academy, we realise our vision by adopting the following core principles:

- Excellence: exceptional expectations and achievement for all pupils.
- Whatever it takes: pupils, teachers and parents all committed to doing everything needed to ensure that each child succeeds.
- Responsibility and respect: excellent standards of behaviour and conduct in school and the local community at all times.
- Personal development: developing confidence and leadership skills through inspiring teaching and role models, and an extended and enriching curriculum.
- Talented and committed staff: trained and supported to create an academic centre of excellence.

Bolingbroke Academy is a smaller secondary school, with 120 pupils per year group. In the academic year of 2016 -17, Bolingbroke had 15% of its pupils on the SEND register and 21% of pupils claiming free school meals. In September 2016, Bolingbroke had its first year 11 cohort and now has year groups 7, 8, 9, 10 and 11. In September 2017, Bolingbroke Academy will be opening its Sixth Form for the first time.

### **Consultation to inform Audit/Action Plan: School staff, governors and support services**

Consultation with stakeholders is an ongoing process, involving both formal and informal procedures. Regular reviews take place with support services to evaluate needs and provisions.

### **Views of Parents:**

Parental views are formally solicited at termly meetings for those parents of SEND. However, parental views are also taken at parent review afternoon, for subject specific feedback and also during civitas review evening, to discuss pastoral issues and overall progress. Parents are also encouraged to arrange to see staff if they have particular concerns (or complaints).

### **Views of Children and Young People:**

Pupils are regularly consulted, including through personal reviews, completion of pupil information forms and the student PASS survey. We support pupils in speaking to teachers directly if they wish

to raise an issue or concern. The SEND department are available before and after the school day to review with pupils where necessary and support them in their raising views.

### **Who contributed to this Plan?**

This plan was put together in consultation with Inclusion staff and specialist services. Wider consultation with parents and pupils will happen throughout 2017 and 2018.

Bolingbroke Academy 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. We aim to as far as possible to remove those barriers which make it hard for a person who has difficulties with:

- Physical Co – ordination
- Mobility
- Continence
- Ability to lift, carry or move everyday objects
- Speech, Hearing or eyesight
- Memory or ability to learn, concentrate or understand
- Perceiving risk or physical danger

All pupils should be able to take part in the day to day life of the school and benefit from the learning experiences we provide.

Overall, the Accessibility Plan will contain relevant actions to:

- **Improve access to the physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school 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 the school fails to do this they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the school 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 hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate 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
- Teaching and Learning
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy

### **Increasing the extent to which disabled pupils can participate in the school curriculum:**

Bolingbroke Academy will endeavour to provide suitable access to a range of curriculum opportunities.

- The school will endeavour to provide suitable access to a range of curriculum opportunities
- Where necessary, guidance and support will be given by the SENCO, Ms L Widdowson
- Bolingbroke Academy have a range of teaching assistants who are deployed by the schools SENCO to ensure the needs of students with a statement or Education, Health and care plan are being met.
- Bolingbroke Academy to facilitate services from a range of agencies for all pupils and their families.

## **2. Key Objectives**

The school recognises that many of its pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We recognise that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the on-going commitment to the delivery of an inclusive educational service, we will endeavour to ensure that all our pupils receive as high a standard of education as their counterparts in mainstream schools. In order to ensure that the educational services it provides effectively meet the needs of disabled pupils the school will:

- Inform all staff of this access policy so that the provision of educational services ensures the inclusion of all of our pupils. Such communications will address the legal obligation of staff, and the school
- Make all prospective employees aware of the disabilities of the pupils in the school. Any applicant for a new position will be made aware of their role in delivering the curriculum, personal care, therapy programmes and maintaining the health and safety of the pupils at all times
- Provide appropriate training for staff which will explain the school access policy and ensure the effective implementation and monitoring of it
- Encourage all visitors to school including suppliers and contractors, to adopt similar policies towards disabled pupils
- Consult with disabled pupils, parents, staff and disability organisations
- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action
- Monitor the implementation and effectiveness of this plan on a regular basis

- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance
- Ensure that information about the Accessibility Plan is published on the School's website.

## Access to the Curriculum

Bolingbroke Academy offers a broad and balanced curriculum for all pupils and provides additional specialist provision to enable all pupils with learning difficulties to access the curriculum and aid their educational development. The teaching environment / facilities include:

- Teachers and learning support staff have the necessary training to teach and support disabled pupils through regular INSET days, individual courses and network training days
- Staff work closely with colleagues from the SEND Department to ensure that pupils are enabled to access all curriculum opportunities, have appropriate means of communication and to devise and review targets for inclusion on pupils' profiles and support plans.
- Individual targets are set to allow all pupils to achieve to the best of their ability in all lessons.
- All pupils take part in music, drama and physical activities as part of the access to the curriculum. Where this is not possible, an alternative plan will be devised with the pupil and parents, drawing on advice from relevant professionals.
- Staff recognise and allow for the additional time required by our pupils to use equipment in practical sessions
- Pupils have access to computers in class where needed
- School visits are accessible to all pupils irrespective of attainment or impairment
- There are high expectations of all pupils
- Staff constantly seek to remove all barriers to learning and participation.

## Flexibility of Teaching

Bolingbroke Academy teachers and support staff are flexible enough to adapt their teaching approaches to enable our pupils to learn effectively in their classrooms.

- Staff present work in many different ways using a variety of equipment. Work can be carried out individually, in small groups or as a whole class
- Staff enable the pupils to show their interest, knowledge and skills despite their difficulties, for example:
  - communication through visual or kinaesthetic means
  - Visual timetables are given where appropriate to ensure pupils are aware of the routines required throughout the day
  - Reward systems are in place to support the children with positive strategies
  - Detailed pupil information is given to all relevant staff to help with planning lessons
  - Specific resources are used to differentiate the curriculum to enable all pupils to feel secure and make progress
  - Access arrangements are in place for pupils taking part in exams e.g. rest breaks, 25% extra time, adult readers, oral language modifiers and scribes are provided if appropriate

## Arranging the Classroom

Each classroom is set out to provide the most positive environment to work in, to ensure the pupil learns effectively.

- Classrooms have sufficient space for all the children and young people
- Toilet facilities are available close to each classroom. Signage is in place to signpost users of all abilities to the facilities
- A variety of resources are used to ensure that the pupil learns effectively
- IT support is invaluable in providing access to the curriculum and assistive technology is used where appropriate throughout school to support the learning of disabled pupils.

## Access to Education

Bolingbroke Academy recognises that all disabled children should have access to education in accordance with the Equality Act and adheres to the code of practice which advises on the statutory responsibilities of education bodies in the preparation of accessibility strategies and seeks to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education as identified in the School Development Plan.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils are as equally prepared for life as are able-bodied pupils in mainstream schools; this covers teaching and learning and the wider curriculum of the school such as participation in school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and assistive technology**, 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 school and school events. The information should be made available in various preferred formats within a reasonable time frame.

## Making adjustments

The Equality Act states that schools are not expected to change their premises. They are, however, expected to make long-term proactive plans for improving access to their buildings through their planning duties and this document should be read in conjunction with the School Development Plan. Bolingbroke Academy will continue to make 'reasonable adjustments' to ensure that disabled pupils, parents or visitors attending the school are not discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment).

Target	Strategy	Persons responsible	Success Criteria	Timescale
Increasing access for disabled pupils to the curriculum	Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.	Head of SEND	<p>New Staff Induction to include training on the needs of the pupils in the school with SEND and how to meet the needs of these pupils</p> <p>CPD to raise staff awareness of the accessibility plans in place in the school</p>	<p>Sept 2016</p> <p>Ongoing training for all staff</p>
Improving access to the physical environment	Increase site access to meet diverse needs of pupils, staff, parents and community users.	Premises team, SLT, Head of SEND	<p>Review evacuation plans and make staff aware of evacuation plans for pupils/ visitors with disabilities through CPD/ induction</p> <p>Review fire exits and drills</p>	<p>Sept 2016- Sept 2017</p> <p>Ongoing reviews</p>
Improving the delivery of written information to disabled pupils	Ensure that newsletters and parent information is sent home in an accessible format	Pupil Services, Head of SEND	<p>Begin to email newsletters home so that parents can access information in a suitable format for them</p> <p>Continue to review the accessibility plan as new pupils enter the school to ensure that we are meeting their needs</p>	<p>Sept 2016-Sept 2017</p>