

S26 ACCESSIBILITY PLAN

Reviewed: March 2018
Next review: March 2020
Responsible: The Principal

1. Introduction

- 1.1. The Bushey Academy is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all students, irrespective of special need or disability.
- 1.2. This Accessibility Plan considers provision for disabled students as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This Plan operates alongside our Equality Policy and SEND Policy and Information Report.

2. Definition of Disability

- 2.1. The Equality Act (2010) states that a person has a disability if:
 - **They have 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.**
- 2.2. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

3. Contextual Information

- 3.1. The Bushey Academy has three buildings. The main school was built in 2013 and is fully DDA compliant internally and externally. The adjoining Grand Hall was originally built circa 1920 and was refurbished in 2014 and is DDA compliant. The second adjoining hall, Cloister Hall, was also originally built in circa 1920 and is partially compliant.
- 3.2. The Bushey Academy's external areas, which form specialist sports areas, roadways, footpaths, cycle paths and car parks are all accessible to those with disabilities and there are disabled car parking bays. School entrances have ground level or ramp access where appropriate and there are accessible toilets available to all users. The site is well-equipped for meeting the needs of visually impaired students, staff and visitors.
- 3.3. All students are provided with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges
 - Responding to the diverse learning needs of students
 - Overcoming potential barriers to learning and assessment for individuals and groups of students.

4. The Bushey Academy recognises its duty under the Equality Act (2010)

- 4.1. The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an academy or other education provider to treat a disabled

student unfavourably. We commit to taking all reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty).

4.2. The academy governors have the duty to publish Accessibility Strategies and Plans.

5. **Scope of the Accessibility Plan**

5.1. This Plan covers all three main strands of the planning duty by:

- managing and improving the physical environment of The Bushey Academy for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services. We aim to meet the needs of a range of students currently on roll and prospective students
- ensuring that the curriculum is differentiated, to meet the learning needs of students with SEN and disabilities, and making target setting effective and personalised for these students. Written material, usually provided for all students, is to be presented, in an appropriate form where necessary, to SEN and disabled students, including pictorial, oral and Braille formats. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled students can participate in the curriculum at The Bushey Academy
- ensuring that appropriate support is given to all students with disabilities and that staff who work with these students are fully aware of their needs and are appropriately trained. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS Trusts.

6. **Management**

6.1. Accessibility action planning forms part of The Bushey Academy's annual development planning. It will be updated to take account of improvements made, future resource availability and changing needs in the target areas. Accessibility action planning aims:

- to review The Bushey Academy's policies, procedures and facilities when they are likely to affect both current and prospective students who are disabled
- to make decisions with a view to improving the accessibility of education in its many aspects, for current and prospective students with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken
- to continue to review The Bushey Academy's Accessibility Plan
- to continue to review The Bushey Academy's SEND Policy and Information Report.

7. **Monitoring**

7.1. Monitoring is essential to ensure that students with SEND are fully able to access the curriculum.

7.2. The academy will monitor the following:

- Admissions
- Attainment
- Achievement
- Attendance
- Rewards and sanctions (including exclusions)
- KS4 option choices
- Post-16 destinations
- Records of incidents – specifically bullying and discrimination
- Participation in wider academy activities (eg extra-curricular, house events, etc).

8. **Teaching and Learning Support**

8.1. The Bushey Academy has Learning Support (SEND) individuals who are equipped to deal with a range of learning difficulties and disabilities experienced by students. These students can, with support and a range of strategies, access our curriculum.

8.2. The Bushey Academy has procedures for dealing with accessibility in advance of a student's arrival or, in the case of the emergence of a disability during a student's time at the academy, as soon as is reasonably possible, by considering and making available:

- appropriately modified resources and materials
- appropriately modified teaching approaches

- the use of ICT aids where appropriate
- personalised provision and support.

9. Other related Policies

9.1. Equality for all students is explicit in the academy's aims and this Accessibility Plan is supported by the following documents:

- Equality Policy
- Administration of Medicines Policy
- Admissions Policy
- Behaviour Policy
- Safeguarding and Child Protection Policies
- Anti-bullying Policy
- Academy Improvement Plan
- Policy for Academy visits and excursions
- SEND Policy and Information.

10. REVIEW HISTORY

Version	Date	Changes	Approval
1	May 2015	Full policy review	F&PC
2	March 2016	Minor updating of policy and full review of Action Plan	Access
3	March 2018	Minor updating of policy and full review of Action Plan	F&PC

The Bushey Academy – Accessibility Action Plan 2018 - 2020

Target	Tasks	Timescale	Resources	Responsibility	Outcomes
<p>Access to Curriculum</p> <p>Ensure support is targeted effectively to meet individual student needs</p>	<ul style="list-style-type: none"> ▪ SEND Policy and Information Report to identify academy's commitment ▪ Establish a database of students where 'accessibility' would apply and clarify context ▪ Identify existing barriers to participation ▪ Identify specific actions to overcome barriers and plan resources to meet the needs of individual students ▪ monitor and evaluate outcomes 	<p>The latest SEND Policy and Information report is currently under review (March 2018)</p>	<p>To be determined by individual action plans for students</p>	<p>Assistant Principal: SENDCO (CGa)</p>	<p>Students are able to participate in all aspects of school life</p>
Target	Tasks	Timescale	Resources	Responsibility	Outcomes
<p>Attitudes</p> <p>Promote positive attitudes to disability</p>	<ul style="list-style-type: none"> ▪ Incorporate in assemblies ▪ Incorporate in PSHCE Programme ▪ Incorporate in daily life at the academy 	<p>Ongoing</p>	<p>Assembly Time</p> <p>Curriculum Time</p>	<p>SLT</p> <p>SMSC/PSHCE Co-ordinator</p> <p>All Staff</p>	<p>Students and staff have positive experiences</p>

Promote good mental health	<ul style="list-style-type: none"> ▪ Incorporate in assemblies (Mental Health Awareness Week 16-22 May 2018) ▪ Incorporate in PSHCE Programme. Mental Health Awareness Week 16-22 May 2018 ▪ Record incidences of poor mental health and causes ▪ Provide training and strategies to improve mental health - own and others ▪ Colleagues able to spot signs of declining mental health in fellow colleagues, to enable early support and intervention 	Ongoing Summer 2018 Ongoing	Assembly Time Curriculum Time	SLT SMSC/PSHCE Co-ordinator HR Manager (Staff) Vice Principal ABi (students) HR Manager (Staff) Wellbeing Team (Staff) Vice Principal ABi (students) SLT / Line Managers	Students and staff have positive attitudes towards mental health and incidences resulting from poor mental health are reduced
Target	Tasks	Timescale	Resources	Responsibility	Outcomes
Premises Improve physical accessibility for users with visual or physical impairment	<ul style="list-style-type: none"> ▪ Designated signs to be located in Reception area conveying information to visitors with sight impairments and at lower levels for wheelchair users 	Summer 2018	Monies to be allocated in Building Maintenance budget	Facilities Manager	All users able to access the facilities