

# Accessibility Plan

## The Boulevard Academy

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Monitoring:	<b>Local Governing Body</b>
Related Policies	<ul style="list-style-type: none"><li>● <b>Special Educational Needs</b></li></ul>
Where is this policy published?	<b>School Website</b>

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## 1 Thrive Charter

### Thrive Mission Statement

*Inspiring pupils to thrive in life*

### Thrive Values<sup>1</sup>

Thrive Co-operative Learning Trust **understands *thriving to mean learning***, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe, for equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

## 2 Introduction

Prior to final approval by the **LGB**, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

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<sup>1</sup> Thrive's values are directly descended from the [Co-operative Values](#)

### 3 The Equality Act

- 3.1 The Equality Act 2010 replaced all existing equality legislation including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It consolidated this legislation and extended protection from discrimination. It is unlawful for The Boulevard Academy to discriminate against a person by treating them less favourably because of a 'protected characteristic' (as defined at section 2).
- 3.2 The Public Sector Equality Duty, which is part of the Equality Act, came into force on 6 April 2011. It requires all public bodies, including schools, when carrying out their day to day work, to have due regard to the need to:
- Eliminate discrimination and other conduct that is prohibited by the Act;
  - Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
  - Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- 3.3 Having due regard for advancing equality involves:
- Removing or minimising disadvantages suffered by people due to their protected characteristics;
  - Taking steps to meet the needs of people from protected groups where these are different from the needs of other people;
  - Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

This includes pupils and staff.

### 4 Statutory Requirements: The Specific Duties

- 4.1 The Boulevard Academy has a duty to make reasonable adjustments for pupils with a disability. The DfE non-statutory guidance states that this duty can be summarised as follows:
- Where a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage;
  - Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils;
  - Schools are not subject to the other reasonable adjustment duty to make alterations to physical features, because this is already considered as part of their planning duties.

### 5 Definitions

#### 5.1 Protected Characteristics

It is unlawful for us to discriminate against a pupil, prospective pupil, parent, member of staff by treating them less favourably because of their:

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief

- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

This includes:

- Admissions
- The way education is provided to pupils
- The way pupils are able to access any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

## 5.2 Disability

When a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, such as HIV, multiple sclerosis and some cancers are considered as disabilities, regardless of their effect.

## 5.3 Long Term Disability

This is defined as lasting, or likely to last, for at least 12 months.

## 5.4 Disability Special Provision

We will treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to put them on a more level footing with pupils without disabilities, either through reasonable practices or auxiliary aids and services. This will be complemented by our Accessibility Plans.

## 5.5 Reasonable Adjustments Factors

5.5.1 We may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will be a factor in determining what is reasonable. For instance, a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it, but a much larger school might reasonably be expected to.

5.5.2 We will generally try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support this. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on our other pupils and would, therefore, not be reasonable. For example, if we put on a geology field trip which necessarily involved climbing and walking over rough ground, we would fully consider alternatives to accommodate a disabled pupil in a wheelchair. However, after it had been determined that there was no viable alternative or way of enabling the disabled pupil to participate or be involved, we would not have to cancel the trip as originally planned. This is unlikely to constitute direct discrimination or failure to make a reasonable adjustment.

5.5.3 Many pupils with a disability will have an SEN statement and auxiliary aids provided by Hull City Council and so may not require anything further. However, if the disabled pupil does not have a statement (or the statement does not provide the necessary aid), then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

## 5.6 Accessibility Plans

These are implemented to ensure that:

- the extent to which disabled pupils can participate in the curriculum is increased;
- the physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- the availability of accessible information to disabled pupils is improved

These are published at <https://www.stepney.hull.sch.uk/>

## 5.7 Parents

Any reference to a parent in this policy is a wide reference (as in education law generally) not only to a pupil's birth parents, but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

## 5.8 Staff

This includes teaching and non-teaching staff.

## 6 Responsibilities

- 6.1 This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.
- 6.2 School Governors are accountable for ensuring:
- implementation;
  - that regard is given to the need to provide adequate resources for the implementation;
  - review and reporting on progress is undertaken.
- 6.3 The lead Governor for this is: Phil Burns
- 6.4 The Principal is responsible for:
- Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty;
  - Making sure that steps are taken to address the school's accessibility plan;
  - Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them;
  - Providing regular information for staff and Governors about progress against the accessibility plan;
  - Taking appropriate action in cases of discrimination.
- 6.5 All staff are responsible for:
- Eliminating discrimination and other conduct that is prohibited by the Act;
  - Advancing equality of opportunity between people who share a protected characteristic and people who do not share it;
  - Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- 6.6 Visitors and contractors are responsible for following the Accessibility Policy.

## 7 Our Accessibility Aims

### 7.1 The Boulevard Academy

The Boulevard Academy plans over time to increase the accessibility of provision for all pupils, staff and visitors to the school. Our aims are:

1. Increasing the extent to which disabled pupils can participate in the school curriculum and can access the physical environment of the school;
2. Improving the delivery of written information to disabled pupils, staff, parents and visitors in an appropriate format;
3. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of their education and associated services

The action plan for each aim can be found in Appendix I of this Policy

### 7.2 Engagement and Consultation

The following people were engaged and consulted upon in the development of this Policy

Governors

Teaching staff

Non-teaching staff

### 7.3 Monitoring and Evaluating

The Accessibility Policy and Plan will be reviewed regularly and at least every three years. It is structured to complement and support the school's Equality Objectives which are reviewed regularly in accordance with the individual action plan for each objective. New objectives will be set and published at least every four years. OFSTED inspections may look at the accessibility plan and its implementation as part of their reviews.

### 7.4 Publishing

In order to ensure that our accessibility plan is easily accessible, we will:

- Publish the plan on the our website <https://www.stepney.hull.sch.uk/OR>;
- Publish the plan as part of the school development plan;
- Highlight the information in our staff meetings;
- Ensure a hard copy is available in different formats for those people who are visually impaired or English as an Additional Language users where applicable;
- Ensure translation is available to those people whose English is not their first language if necessary.

## 8 References

Equality & Human Rights Commission, The Essential Guide to the Public Sector Equality Duty, 2011

Department of Education, Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, September 2012,

## Appendix 1 Action Plan

Aim 1 Increasing the extent to which disabled pupils can participate in the school curriculum and can access the physical environment of the school			
Outcome	Action	Time	By whom
To ensure that the school complies with the Equality act by ensuring all policies reflect inclusive practice and procedure	Review all statutory policies to ensure that they reflect inclusive practice and procedure	Reviewed termly	Principal Assistant Head/SENCO
To ensure that all children have full access to the curriculum	Monitor teaching and learning to ensure all children are being offered: <ul style="list-style-type: none"> <li>• A curriculum which meets their needs</li> <li>• A range of support including that from trained Teaching Assistants</li> <li>• Multimedia and ICT opportunities that support most curriculum areas</li> <li>• Specific equipment sourced from Occupational Therapy / IPASS (where appropriate)</li> </ul>	Review half termly	All staff
To ensure able and more able pupils are making proportionate progress	Monitor teaching and learning to ensure able and more able pupils are identified within each cohort and differentiated activities and challenge as and when appropriate	Review half termly	All staff
To ensure that the needs of all disabled pupils, parents and staff are represented within the school	Promote the involvement of disabled students in all aspects of the curriculum through the use of equipment and or staff. Raise awareness of disabilities through teaching and learning by creating positive images of disability within school	Ongoing	All Staff
Ongoing All staff			



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Aim 2 Improving the delivery of written information to disabled pupils, staff, parents and visitors in an appropriate format			
Outcome	Action	Time	By whom
Availability of written material in an alternative format when specifically requested	Alternative formats to be made available to parents as and when requested	When required	<name or role>
Make available information for parents, in an alternative format when specifically requested	Digital and hard copies of our letters to be made available to parents at all times	When required	<name or role>
Raise the awareness of adults working at and for the school on the importance of good communications systems	Staff induction meetings, induction policy and appraisals to include a focus on the importance of good communication Systems for parents	When required	<name or role>

Aim 3 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of their education and associated services			
Outcome	Action	Time	By whom
To enable the needs of disabled pupils to be met where possible	Take into account the needs of pupils, staff and visitors with physical and sensory difficulties	Review half termly	<name or role> Allstaff
To ensure that the medical needs of all pupils are met fully within the capability of the school	To work with parents, pupils and external agencies to identify training needs and establish protocols where required	Review half termly or when any changes occur	<name or role> School nurse

To ensure disabled parents have every opportunity to be involved	To adopt a proactive approach to identifying the access needs of disabled parents, including where necessary: <ul style="list-style-type: none"> <li>● Arrange interpreters from the RNID to communicate with deaf parents</li> <li>● Arrange meetings with parents to explain and go through written communications</li> </ul>	As required	<name or role>