



BOA Digital Technologies Academy

Accessibility Plan

Introduction and Context

1 Our Responsibilities

Academies are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

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

It is a requirement that the academy's Accessibility Plan is resourced, implemented, reviewed and revised as necessary.

The plan will be made available online on the academy's website, and paper copies are available upon request.

The academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The academy is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

1.2. Our Principles

BOA Digital will be an inclusive academy where we will celebrate diversity and seek to nurture the gifts of each individual through high quality teaching and learning and dedicated pastoral care. The academy is due to open in September and as such this plan will evolve as further information about the intake is secured and consultation is widened to the parent and staff body.

The academy will treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. We believe that all young people have the right to be healthy, happy and safe; to be valued and respected; and to have high aspirations for their future.

One of four strategic objectives of BOA Digital is the promotion of an outstanding pastoral curriculum. Rights and responsibilities within an inclusive society will be championed through the weekly PSHE lessons, assemblies and form tutor sessions. The aim is for inclusive values to permeate through the academy: staff, students and the wider community.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan.

Our setting:

- Recognises and values the young person's knowledge/parents' knowledge of their child's disability
- Recognises the effect their disability has on his/her ability to carry out activities,
- Respects the parents' and child's right to confidentiality.

The academy supports any available partnerships, across multiple stakeholders that include the local authority to develop and implement the plan.

Given that the academy is not yet open, consultation and review of good practice has not yet been possible. The academy will ensure though that provision will adapt appropriately once students start the school. Further, consultation can develop at the earliest opportunity.

We will audit our provision for disability access and make suitable plans in line with the 2010 Equality Act as soon as possible.

Our admission procedure is available on the www.boa-digital.co.uk or a copy is available upon request. The academy non-selective and gives priority to children with an EHCP naming the academy. Further, the academy can admit children as a priority where there is a significant medical need. Further details are available within the admission procedures.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Academies are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan is in its infancy. However, it intends to set out the aims of the academy’s accessibility plan in accordance with the Equality Act 2010. It will be reviewed, as appropriate at the earliest opportunity.

AIM	INTENT UPON OPENING	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for students with a disability</p>	<ul style="list-style-type: none"> • Use our digital specialism wherever possible to increase access for specific needs. Eg font style, colour of backgrounds on projectors, supportive writing apps, translator apps • Acquire and use specific specialist equipment. Eg, magnifier hardware, larger keyboards, microphones, headphones • The curriculum reflects the diversity of society by using appropriate examples and role models • Ensure that appropriate support is provided in the Fair Banding process through time, support and other differentiated • Ensure appropriate access arrangements are in place when assessing curriculum progress • Ensure appropriate CPD and awareness training is frequent, use external agencies and respond to specific needs • The academy will have a SEN department with dedicated teachers and experts on hand to support children with additional needs or disabilities. • The academy will join the appropriate Fair Access group 	<p>PA DH ET LC</p>	<p>December 2022</p>	

AIM	INTENT UPON OPENING	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • The academy has a flat entry point for physical access at the main entrance • Classrooms have wheelchair access • There is disabled toilet access on each floor • Fire alarms are auditory and visual • Window blinds are installed in all rooms <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>PA JB</p>	<p>December 2022</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> • Our digital specialism can enhance the accessibility of academy information through: digital signage, information apps that students can use, translation apps, braille • Schemes of learning and policies can be readily accessible and written without jargon • BOA Voice will be representative in its members and consultative in its outlook • Agencies and primary schools will be used to enhance 	<p>PA DH</p>	<p>December 2022</p>	

4. Monitoring arrangements

This document will be reviewed by December 2022 and amended as appropriate. It will be reviewed by the principal, the assistant principal and the chair of the LAB and subsequently approved by the BOA Group Trust Board.