



# Accessibility Plan

<b>Last review date:</b>	September 2025		
<b>Next review date:</b>	September 2028		
<b>Responsible:</b>	D. Hart		
<b>Statutory Policy:</b>	Yes		
<b>Date</b>	<b>Version</b>	<b>Reason for change</b>	<b>Review</b>
04/09/25	1.0	Statutory change	Annually

*To be read alongside all relevant BOA Digital Technologies Academy policies and procedures including Equal Opportunities Policy, Health and Safety Policy, Special Educational Needs (SEN) Policy and SEN Information Report*

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# 1. Introduction and Context

## 1.1 Our Responsibilities

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

1.1.2 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

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

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

1.1.5 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.

1.1.6 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

1.2.1 BOA Digital Technologies Academy is an inclusive academy where we celebrate diversity and seek to nurture the gifts of each individual through high quality teaching and learning and dedicated pastoral care.

1.2.2 The academy treats 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.

1.2.4 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.

1.2.5 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.

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

1.2.8 A range of stakeholders have been involved in the development of this accessibility plan, including students, parents, staff and governors of the academy.

1.2.9 We have audited our provision for disability access and made suitable plans in line with the 2010 Equality Act.

### **1.3. Our Setting**

1.3.1 BOA Digital Technologies Academy provides an outstanding and distinctive curriculum by blending high quality learning and industry led projects.

1.3.2 The academy is above national average of children with special educational needs. Needs vary and can include difficulties such as moderate learning difficulties, specific learning difficulties like dyslexia, ASD, ADHD, visual impairment, hearing impairment, social emotional and mental health difficulties and medical needs.

1.3.3 Our expectation is that all students are provided with high quality learning experiences that lead to consistently high levels of student achievement.

### **1.4 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**

2.1.1 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](#).

2.1.2 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.

2.1.3 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.

2.1.4 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.

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

## **3. Monitoring arrangements**

3.1.1 This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

3.1.2 It will be reviewed by the governing board, Senior Leadership Team (SLT) and Principal.

3.1.3 It will be approved by governing board, SLT and Principal.

## **4. Current Practice**

### **4.1. Strand 1: Curriculum**

4.1.1. This covers teaching and learning and the wider curriculum of the Academy. It also includes the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.

4.1.2 The academy's vision statement and SEND Policy make clear the academy's approach to the delivery of the curriculum. The academy actively seeks the support and advice of all relevant services/agencies to ensure the curriculum is accessible (where physically possible) to all students.

4.1.3 The following good practice is in place:

- Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.
- All SEND students have their own personalised learner passports that are shared with staff.
- We use technology to enable students to become increasingly more independent to access their learning within the classroom.

## **4.2. Strand 2: Physical Environment**

4.2.1 This covers the physical environment of the Academy and physical aids to access education.

4.2.2 The Academy has a flat entry point for physical access at the main entrance. All classrooms and workspaces have wheelchair access and disabled toilet facilities are located on each floor.

4.2.3 The following good practice is in place:

- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and visual.
- Personal evacuation plans for identified students with a disability and additional needs are put in place as they arise.
- Furniture and equipment are selected as standard, age related as appropriate.
- Window blinds are installed in all rooms.
- Regular evaluation of the Academy site for accessibility by SLT, Head of Estates and Facilities and the Site Team.

## **4.3. Strand 3: Information**

4.3.1 This covers the planning of written information that is provided to students. Examples might include handouts, timetables, textbooks and information about Academy events. This information takes into account students' disabilities and parents preferred formats.

4.3.2 The academy makes good use of the skills of external agencies to support students and their families with specific needs. Where necessary, meetings are arranged to ensure that we have access to information to enable the students to participate fully in academy life.

4.3.3 The following good practice is in place:

- A home-school app is provided to support good communication between home and the academy
- Information for students is given in various formats when necessary, including the use of simplified language and diagrams, ICT and oral reinforcement.
- All staff have an open-door policy should students wish to talk to them

## 5. Action plan

This action plan sets out the aims of the academies accessibility plan in accordance with the Equality Act 2010.

<b>Strand 1: Further increase the access to the curriculum for students with a disability</b>				
<b>Aim</b>	<b>Action</b>	<b>Person Responsible</b>	<b>Timescale</b>	<b>Success Criteria</b>
Increase staff awareness and expand knowledge of different types of SEN/disabilities and the best way to support students with these needs.	<ul style="list-style-type: none"> <li>Ensure regular SEN training continues, and resources are shared following training.</li> <li>Audit staff awareness and ideas to support.</li> </ul>	<p>SENCO</p> <p>SENCO</p> <p>SENCO</p>	<p>Termly or as required</p> <p>By April 2025</p>	<p>Staff will feel confident in their knowledge of SEN/disabilities and will feel able to offer different types of support strategies.</p> <p>Staff knowledge will improve as evidenced by the audit follow-up.</p> <p>Staff seek to remove barriers to learning and participation.</p>
Improve staff planning and ensure that all lessons continue to be differentiated for all learners.	<ul style="list-style-type: none"> <li>Information obtained on future students to facilitate advanced planning from students, parents and previous secondary school.</li> <li>To ensure that there is access to specialist resources to support specific needs e.g. coloured paper, overlays, writing slopes.</li> <li>SEND focus in monitoring and review cycle, with follow up CPD to address any gaps.</li> <li>Adaptive teaching CPD</li> </ul>	<p>SENCO</p> <p>SENCO</p> <p>SENCO</p>	<p>Summer term</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Learning Support register is regularly updated and kept under review.</p> <p>Students feel secure and are making progress from their starting points.</p> <p>The curriculum continues to be accessible to all pupils.</p>

**Strand 2: Improve access to the physical environment**

Develop independence for students with a visual impairment when moving around the sight.	<ul style="list-style-type: none"> <li>Add visual markers on staircases.</li> </ul>	Site Team	January 2025	Injuries and accidents are minimised.
To ensure classrooms and environment continue to be safe and accessible to all learners and particularly those with visual impairment.	<ul style="list-style-type: none"> <li>Review classroom layout to ensure clear classroom pathways are created and free from trip hazards.</li> </ul>	All teaching staff	Termly or as often as required	All classrooms and learning environments are easily accessible and reflect the needs of all students/adults in the class.
All staff and/or students with short or long term accessibility difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed.	<ul style="list-style-type: none"> <li>PEEPs (personal emergency evacuation plan) meet the needs of all students/ staff that requires them.</li> </ul>	Health and Safety / SENCO	As required. Review Termly	

**Strand 3: Improve the delivery of information to disabled students**

Ensure that the transition of students with EHCP's is well-planned for.	<ul style="list-style-type: none"> <li>Transition meeting held to discuss students' particular needs prior to the students starting</li> <li>Additional keeping in touch day held for vulnerable students in the summer term, prior to the starting</li> </ul>	SENCO	Summer term	
		SENCO	Summer term	

<p>Ensure all communication is accessible to all students and adults</p>	<ul style="list-style-type: none"> <li>• Ensure all policies, Plans &amp; Parental letters are uploaded to the school website allowing target audience to view them in large text.</li> </ul>	<p>Principal</p>	<p>Ongoing</p>	<p>Delivery of information to is improved and all parents and students are well informed.  Resources meet the needs of our students and families.</p>
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**Addendum 1**

**6. BOA Digital Technologies Academy Access Audit**

<b>Name of Academy</b>	BOA Digital Technologies Academy
<b>Contact Person</b>	Deb Hart

*Please answer all questions in this audit. 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column may also indicate links to other academy plans*

<b>Strand 1: Curriculum</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comments</b>
1	Staff have high expectations for all students, including those with Special Educational Needs and Disabilities (SEND) and more vulnerable students	X				
2	Staff have the necessary training to teach and support disabled students				X	SEN Code of Practice is recapped in September. Training to be delivered as required
3	Lessons provide opportunities for all students to achieve		X			
4	Lessons are responsive to student diversity	X				
5	Lessons involve individual, paired, group work and whole class	X				
6	All staff recognise and allow for additional time required by some disabled students to use equipment in practical work		X			
7	Staff seek to remove all barriers to learning and participation		X			
8	Teaching is appropriately scaffolded to meet individual needs so that student make good Progress		X			
9	Staff provide access to computer technology appropriate for students with disabilities		X			
10	Academy visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability	X				
11	Appropriate arrangements are in place for students needing exam access		X			
12	Students with SEND are included in student forums e.g. school ambassadors	X				

Strand 2: Physical Environment						
1	The size and layout of areas-including academic, social facilities, canteen, and LRC allow access for all students	X				
2	Students who use wheelchairs can move around the academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers	X				Where possible internal doors to be kept open to allow a wheelchair user to get through unaided
3	Pathways of travel around the academy site and parking arrangements are safe, routes logical and well signed	X				
4	Emergency and evacuation systems set up to inform ALL students, including students with SEN and disability; including alarms with both visual and auditory components	X				
5	Students with SEND have a PEEP in place (if required)	X				To complete as and when required
6	There is a passenger lift within the academy which is accessible from all floors	X				
7	The controls on the landing and in the lift cabin, including emergency phone are within easy reach and clearly visible for all users (within zone of 900mm and 1200mm from floor)?	X				Lift accessible from all floors
8	There is a level or ramped access to the main building which is suitable for a wheelchair	X				
9	Appropriate furniture and equipment is provided to meet the needs of individual students	X				Each classroom has a height adjustable desk. Required furniture has been purchased.
10	There are highly visible markings used to ensure the safety of students with a visual impairment?		X			All steps (including stairs) to have a colour contrasting edging
11	Door handles are easy to use, of the correct type, at the right height, and tonally contrasted from the door	X				
12	Areas to which students should have access are well lit	X				
13	Quiet/calming room is available to students who need this facility	X				Learning support
14	Disabled car park spaces are available	X				

15	The route to the academy entrance from the nearest point of public transport is well signed, well lit, free of broken slabs, etc.?		X			Bus stop is directly outside school. Pathways are in good condition.
16	A hearing loop is available (either fixed or portable)				X	This will be reviewed each academic year based on student need
<b>Strand 3: Information</b>						
1	The SEN Information Report and Accessibility Plan are available online and in hard copy (for those families who do not have internet access)	X				
2	Arrangements are in place to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information		X			This will be reviewed each academic year based on student need
3	The academy's website is accessible in order to provide equal access and equal opportunity to people with diverse abilities. Ensure information is up to date.	X				Ensure information is up to date.
4	All student and staff are familiar with technology and practices developed to assist people with disabilities		X			Staff and students to receive updates on accessibility options on an ongoing basis as required