



Ark Boulton  
Academy

ACCESSIBILITY  
PLAN 2021-  
2024



## POLICY INFORMATION

### Named personnel with designated responsibility for Access

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2021-2022	Farzana Ahmed	Caroline Entwistle		Mark Gregory

### Policy review dates

Review Date	Changes made	By whom
June 2022	Change of designated staff	Ms Hudson

### Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors

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## 1 SETTING INFORMATION

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### **Vision and Values**

Ark Boulton 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.

Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation.

### **Diverse Needs in our Community**

Ark Boulton currently has 906 pupils on roll, aged 11 – 16. Ark Boulton Academy does not currently have a sixth form provision.

Currently, 72% of pupils speak English as an Additional Language with many students speaking community languages.

A significant number of pupils live in close proximity to the school (Sparkhill) in an area which is one of the most deprived in Birmingham reflected by its high proportion of students that are in receipt of free school meals and the percentage of pupil premium students at the academy (65%).

Ark Boulton Academy is a Fully Accessible Mainstream School (FAM) with eight funded places. We currently have eight students with physical disabilities, six hearing impaired students and one visually impaired student.

### **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 through Pupil Passport reviews. Parents are also encouraged to arrange to see staff if they have particular concerns (or complaints). Several members of staff are employed specifically because they speak community languages.

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

Students are regularly consulted, including through personal reviews and student voice polling.

Students are highly involved in the writing of Pupil Passports and their individual targets.

## 2 PURPOSE

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Ark Boulton 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 at 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 students with a disability are as equally prepared for life as are the able-bodied students. 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.

Action plans will be reviewed and adjusted on an annual basis or when appropriate. A new Accessibility Plan will be drawn up every three years.

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
- Equal Opportunities Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Staff Professional Development Policy
- Behaviour Management Policy

- Emergency Evacuation Procedures
- School Improvement Plan
- School Prospectus

### **Information from pupil data and school audit**

The latest information regarding the number of pupils with special educational needs and disability for Ark Boulton Academy can be found in the SEND Register.

The views of all stakeholders including external agencies, pupils and their parent/carers will be sought through regular meetings which are held as part of the on-going support given by Ark Boulton Academy to its students and staff. This includes annual reviews, external meetings and termly review meetings for Pupil Passports.

The main priorities in Ark Boulton Academy's plan are as follows:

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

- The school will endeavour to provide suitable access to a range of curriculum opportunities in both Lower and Upper School including an alternative provision in Upper School
- Where necessary, guidance and support will be given by the SENCO, Miss M Javaid to staff in school and families.
- Ark Boulton have several One to One Mobility Assistants who are deployed by the schools SENCO to ensure the needs of students with a Education, Health and Care plan or specific needs are being met.
- Ark Boulton Academy will facilitate services from a range of agencies for all pupils and their families.
- All teachers will be informed in disability needs and strategies to accommodate in the curriculum including active subjects such as Physical Education and Drama.
- All teachers will be trained in Quality First strategies to increase access to learning

### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

- D Block and E block have one lift each ensuring access for all pupils to the first and second floors. The staffroom is accessible by lift for any staff with mobility needs or hidden disabilities.
- Excellent access to the main building with automatic front doors
- There is a meeting room and toilets within easy reach of the reception so we can easily accommodate wheelchair users and visitors with reduced mobility.
- Sport facilities that are located on first and second floor are accessible via stair lifts. All buildings have ramps to enable access for wheelchair users.
- Ark Boulton Academy has disabled toilet facilities for pupils and for the use of disabled people using extended school services with grab handles for additional support and emergency cords to request help
- Ark Boulton Academy has disabled shower facilities with grab handles for additional support and emergency cords to request help.

### 3 PROCESS

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To ensure all aspects of the school allow students with disabilities to access the school environment and curriculum, all activities are reviewed and actions created. This involves:

Access, audit and review of current activities



Devise actions needed to increase access



Set Goals and Targets



Consult on plan with stakeholders



Implement plan



Evaluate the plan

## 4 SUMMARY

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We will:

- Continue to review the environment of the school including access and safety
- Continue to review the way we plan, prepare and deliver the curriculum in both Lower and Upper School, including the information we provide for pupils such as worksheets, resources and key dates or information.
- Continue to review termly the information on Pupil Passports to ensure they are accurate to the needs of our students. These will be shared with all staff in the academy to promote understanding of student needs and strategies.
- Provide an atmosphere where all staff and pupils feel safe and valued by promoting understanding of disability and work to show positive models of people with a disability. Our focus will be to avoid stereotypes and use language which emphasises the person rather than the disability.
- Review our extra-curricular activities which may have limited access for pupils with a disability and provide a solution to enable us to provide learning experiences which promote similar development of knowledge and understanding.

# 1 PLAN

<b>Improving Physical Access</b>					
Target	Action	Outcome	Timescale	Success Criteria	Monitoring/Review
Ensure no student is excluded from accessing the premises	Conduct an annual audit of school premises taking into account the specific needs of any student either current of perspective	All classrooms are accessible to all students	Annual audit	All students can access the premises	SENCO and SLT
Ensure all Physical Education lessons are accessible to all-equipment and premises	Conduct an annual audit of stair lift equipment to assess access to sports rooms  Consult with PSS for key equipment and strategies to ensure access to lesson	All Physical Education rooms and sessions are accessible to students with disability	Annual audit	All students access the Physical Education areas	SENCO and SLT

<b>Improving Curriculum Access</b>					
Target	Action	Outcome	Timescale	Success Criteria	Monitoring/Review
Ensure all SEND students have a Pupil Passport and Individual Learning Plans are written	Write and review termly Pupil Passports with students and parents  Share Pupil Passports with all staff in the academy	Pupil Passport created with key Quality First and social/communication strategies for SEND students	Termly reviews New Passport written in summer term	Learning walk observations and pupil data indicate that the needs of learners are being met.	DoF SENCO
Ensure teaching and learning meets the needs of learners through Quality First teaching strategies	All teachers are trained in Quality First strategies  All SEND students Pupil Passports include appropriate Quality First strategies to support the student in accessing the curriculum	All lessons are accessible to SEND students	Ongoing	Learning walk observations and pupil data indicate that the needs of learners are being met.	DoF SENCO
Ensure all students have laptop access to complete homework as per school Digital Strategy	Tutor reviews laptop access in parent review meetings.	All students are able to access homework and the Ark Boulton Virtual Library through a laptop	Ongoing	All students complete homework and submit via Teams. All students can access online learning when required	Tutors
Continue to raise awareness of disability issues and provide training on health conditions including epilepsy, diabetes, asthma and using epipens	Provide training and awareness sessions in twilights, INSET and staff meetings  Raise awareness for students through assemblies and personal development curriculum.	Ark Boulton Academy will be a fully inclusive academy	Ongoing	Whole school community are aware of issues and accommodating to others needs. This is reflected in character and behaviour of students and through students and staff surveys	SENCO SLT First Aid Lead Culture Leads
Continue to ensure the needs of SEND students are met and, where needed, intervention put	Implement weekly tracking of behaviour data  Implement	Improved behaviour and attainment data for SEND students	Ongoing (termly review meetings)	Needs of SEND students are addressed and met.  SEND students achieve on par or	SLT SENCO 1-1 mobility

into place	termly assessment progress tracking data  Identify key students and put in strategies such as: 1. Changing method of homework 2. Catch up sessions 3. Reports 4. Reading interventions			above non-SEND peers	
All physical/active lessons are planned to ensure participation of SEND students	Review of lesson plans and adaptations added through teacher and 1-1 planning	All PE and Drama lessons are accessible through adaptations	Ongoing	Increased access to all PE and Drama lessons for all SEND students	Teachers Enhanced Provision team
All out of school activities such as extra curriculum activities and visits are planned to allow participation of SEND students	Review all provisions to ensure compliance with legislation	All activities will be conducted in an inclusive environment	Ongoing	Increased access and participation in all activities for SEND students	Enhanced Provision team DoF
Liaise with primary schools and SENAR to review potential year 7 intakes	Identify students who may need additional provision due to SEND needs.	The school will be able to plan appropriate provision  Key students will be invited to summer school provision	Spring/summer term	Draft Pupil Passport, provisions, equipment and strategies put in place for September start	SENCO Enhanced Provision
Provide alternative curriculum opportunities to ensure students are able to progress to college, an apprenticeship or a career of their choice	Identify students who may excel in Functional Skills and BTEC English, Maths and Science	Students (SEND and non-SEND) who are at risk of not achieving a grade in GCSE English, Maths or Science are given the opportunity to complete alternative provision	Assessment Spring year 9	Students gain Level 2 Functional Skills English and Maths and Level 2 BTEC Principles or Applied Science to progress to college	SLT

<b>Improving the Delivery of Written Information</b>					
Target	Action	Outcome	Timescale	Success Criteria	Monitoring/Review
Students with visual impairment or ADHD given A3 Journal to record information	A3 Journals produced in Lower and Upper School.  Students identified and journals distributed in Autumn term	Students have access to enlarged journal	September	Students are able to access the journal and note all information due to enlarged space	SENCO Tutor
Make available written material in alternative formats, if required	Written material will be formatted in alternative formats such as different languages or via text or email.	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information to disabled pupils and families improved.	Admin Team
Make available school brochures, newsletters and other information in a variety of formats as needed	All publications added to school website and distributed by text or email  When requested, information printed and distributed.  When requested, information translated	All school information available to all stakeholders including families	As required	Improvement of delivery of information to parents and the school community	Admin Team
Review documentation to ensure access for students with visual impairment	Advise teachers and other staff on alternative formats to produce customised materials	All information, in class and around school, is available to students and parents with visual impairments	As required	School information for students and parents with visual impairments in improved	SENCO Enhanced Provision
Make sure every disabled parent has every opportunity to be involved	Utilise disabled parking spaces and designated drop off areas. Arrange interpreters to communicate with deaf parents or parents with language barriers. Offer phone	All information and events are accessible	As required	Disable parents are not discriminated against and are encouraged to be involved in their child's academic and character development. Disabled parents regularly attend events	SENCO

	<p>calls to explain information to parents          Be proactive in providing provision for parent review days and key points in the year e.g. Pupil Passport writing</p>				
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