



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Accessibility Plan

Reviewed by: Mrs A Bellers

July 2023



Buile Hill
Academy

Enriching Lives, Inspiring Ambitions

Aims:

All schools are required under the Equality Act 2010 to implement 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 school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy for students, and prospective students, with a disability.
- To reduce and eliminate barriers to access to the building and environment for all stakeholders in the school including students, staff, and visitors.

Buile Hill Academy recognises its duty under The Equality Act 2010:

- * not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services
- * not to treat students with disabilities less favourably for a reason related to their disability
- * to make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage
- * to publish an accessibility plan that will increase access to education for students with disabilities

Buile Hill Academy recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities and respects the parents' and the child's right to confidentiality.

PARTNERSHIPS | OPPORTUNITY | INTEGRITY | EQUITY | EXCELLENCE | PEOPLE-CENTRED

Buile Hill Academy ensures a high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning)

- intelligent sequencing,
- knowledge organisers
- highly tailored learning activities • effective formative assessment

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

Our school'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 any concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Buile Hill Academy SEND Working Group. The working group is made up of: Mrs A Bellers - Assistant Head Teacher & SENCo, Mrs S Dean – LSC Manager, Deputy Head Teacher – Miss F Alam and the SEND link Governor.

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.

Disability is defined by The Equality Act 2010: "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".

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

AIM	TARGET	STRATEGIES /PLANNING		Date of review	RAG 2021-2023
Access					

<p>Buile Hill Academy to be fully accessible to those with sensory impairments and or physical disabilities, including fine and gross motor impairments.</p> <p>No students to be absent on the basis of lack of accessibility to the building and environment, including expectations.</p> <p>No student applicant turned away based on lack of accessibility to the building environment</p>	<p>Ensure a disabled parking bay is always accessible.</p>	<p>Site assessments – completed and documents dated by Site manager and risk assessments completed for Individual pupils, when required.</p> <p>ABC meetings used to address any concerns over school accessibility.</p>		July 2021	Implemented
				Sept. 2021	Developing further
				July 2021	Implemented
<p>Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties with updated personal Emergency Evacuation Plans (PEEPS) and this is communicated to staff, student and parent.</p>	<p>Accessibility to all areas/rooms in the school building</p>	<p>PEEPs shared in Edukey/sims for staff to read/ shared with parent and updated when required.</p>		Sept. 2021	Implemented
Intimate Care					

<p>Ensure all intimate care procedures are in line with the intimate care policy and care plans for intimate care are clear and up to date.</p> <p>Ensure personal care room is checked and maintained and compliant.</p> <p>Ensure hoist and sling is maintained / checked yearly as per regulations and are compliant.</p> <p>Physiotherapist to guide and support personalised provision.</p>		<p>Site manager to check all accessible toilets/rooms are maintained to a high standard for student/staff/visitors' access.</p>		<p>Dec. 2021</p> <p>Jan. 2022</p> <p>Sept. 2021</p>	<p>Developing further</p> <p>Developing further</p> <p>Developing further</p> <p>Developing further</p> <p>Implemented</p>
Curriculum Access					
<p>increase confidence of staff in differentiating the curriculum – identifying and provide training on differentiation/adaptions and recording methods.</p> <p>Ensure all staff are aware of curriculum access via Personalised Plans, information sharing with all agencies including Speech & Language Therapist (SaLT).</p> <p>All School Visits and trips to be accessible to all.</p>		<p>The introduction and increased use of Edukey will allow staff to access individual plans and strategies to support pupils at Buile Hill Academy.</p> <p>A staff virtual library area will be created to ensure access to up-to-date strategies and information.</p> <p>Accessibility of all trips to be considered on all trips offered to students at Buile Hill Academy.</p>		<p>Jan. 2022</p> <p>Jan. 2022</p> <p>Sept. 2021</p>	<p>Developing further</p> <p>Developing further</p> <p>Implemented</p>

<p>Review curriculum areas to include disability issues ensure planning takes account takes account of children with disabilities.</p> <p>Ensure all disabled students participate equally in roles and responsibilities e.g., Prefects, ambassadors' program.</p> <p>Ensure disabled students participate equally in after school and lunch time activities.</p> <p>Recommendations made by visual impairment team are implemented and reviewed as per new information (individual students plans)</p> <p>Recommendations made by hearing impairment team are implemented and reviewed as per new information (individual students plans)</p> <p>Include discussions of access to information in all annual reviews.</p> <p>Interpretation available for parents where required.</p> <p>Review information to parents /carers to ensure it is accessible.</p>		SEND action plan created July 2021		Sept. 2021	Developing further
		Increased liaison with Curriculum Leaders/HOFs to track opportunities and engagement of all pupils.		Jan. 2022	Implemented
		Increased liaison with pastoral team/HOY to track opportunities and engagement of all pupils.		Sept. 2021	Implemented
		Close links made with Salford LA specialist team and external agencies.		Jan. 2022	Developing further
		Close links made with Salford LA specialist team and external agencies.		Jan. 2022	Developing further
				July 2021	Implemented
		Parent feedback/ questionnaires to be completed each academic year.		Sept. 2021	Developing further
				Jan. 2022	Developing further