**DISABILITY ACCESS PLAN**

**Academy Accessibility Plan**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by SEN and Disability Act 2001 (SENDA). It also draws on guidance set out in the document ‘Accessible Academies’ issued in 2002.

**Definition of Disability**

Disability is defined by the Equality Act 2010 as ‘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’.

**Aims**

* To provide a caring, friendly environment in which every child can flourish and feel a sense of belonging.
* To have high expectations in order to build a strong foundation for life in the areas of social, academic, physical and creative opportunities.
* To provide an environment, which actively looks for and celebrates individual achievements.
* To provide a secure and stimulating family atmosphere, which encourages supportive friendships between individuals.
* To foster a feeling amongst pupils of self worth, respect for other people and property.
* To foster a successful home/Academy partnership.
* To promote working links with the local community and to encourage greater involvement with the Academy.
* To maintain our reputation as a leading Academy in the independent sector.

**Environment**

We recognise that our building and facilities need to be of a high standard and be safe and suitable to the needs of our pupils now and in the future.

**Aims of the Accessibility Plan**

The Boxing Academy acknowledges its duty towards pupils, staff (teaching and mentoring), parents and guardians, trustees and members of the wider community who have a disability. Where pupils and prospective pupils are concerned, the Academy acknowledges its non-discrimination and planning duty under the Special Educational Needs and Disability Act 2001 (SENDA). Admission to The Boxing Academy is by way of referral from mainstream school and much of the information sharing and risk assessment is done at the first stage of the referral process. The Boxing Academy asks the referring officer to complete the Registration Form and to disclose whether the child has a disability, special educational need(s) or medical condition. The Academy will be sensitive to any issues of confidentiality throughout.

Where it is practicable to make reasonable adjustments based on the information given and advice received, to enable a prospective pupil to take up a place at the Academy, and to satisfy criteria outlined above, the Academy is committed to providing these reasonable adjustments in the Assessment process. The Academy may have a consultation meeting with the parents/guardians following assessment to define the reasonable adjustments the Academy is committed to provide, discuss any additional services, and make arrangements for review meetings to monitor progress.

**Background to the Accessibility Plan**

**Academy's Layout and Facilities**

All teaching and recreational (break time) activities are carried out on the Academy site at 1 Monteagle Way. When the Academy goes off site, it may not be possible to transport a pupil in a hired minibus, or in the hired coaches when bigger groups are travelling. Alternative ways of transporting children with physical disabilities will be sought when the need arises.

**Main Building**

The Main Building is a temporary arrangement in an old primary school on one floor. The Boxing Academy does not own the building and must negotiate with its landlords in order to make any changes.

**Disabled Pupils Participation in the Academy Curriculum**

With consideration to budget restrictions and reasonable expectations, the Academy will maintain and encourage the following:

Further development of the unified SEN and Disability policy throughout to include:

* Full disclosure of relevant information at transfer
* Regular meeting of SEN teachers and mentors to share best practice
* A commitment to In-Service Training for medical staff to support any pupil with a disability.
* Access will be provided for specialist help to occur which is reasonable and practicable.

Where physical access to the site is difficult for a prospective pupil, the Academy recognises the need to be proactive in enabling such access. The Principal will arrange for assessment to be carried out in a ground floor room and will adapt the assessment papers and/or additional support to suit the pupil where reasonably practicable.

The timetable will be constructed to accommodate any pupil or pupils with SEN or disability and given reasonable consideration to the rooms where accessibility is easier. Pupils with SEN or disability will be given additional reasonable time between lessons.

**Improvements to the Physical Environment of the Academy**

There is an ongoing commitment to upgrade facilities to enable all pupils to work in a good, comfortable and safe environment given the budget available.

* The Academy will continue to identify the areas where disabled access to academic sites may need to be improved if this is practicable.
* The Academy will, in its regular fire safety risk assessment, update any evacuation procedures.
* It will also consider whether a particular disability might compromise safety in event of a fire.
* Any new building will be constructed to be fully accessible to the disabled.
* All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the need of such pupils in a better way than the existing equipment it replaces.
* Faulty lighting will be replaced within 24 hours wherever possible.
* Promote the good practice of the 'buddy' system to help pupils with disability.

**Delivery of Information to Disabled Pupils**

The Academy already caters for SEN children. The Academy will undertake to consider where budgets allow:

* For documents to be provided to prospective parents/guardians who have a child with a disability, in a relevant form which meets that need, if so requested and it is reasonable to do so.
* All Academy documents will be available in large print format if requested
* To continue to provide INSET training for staff in order to support them in better communication with pupils with SEN or disabilities
* The Academy will plan/invest in classroom technology to better facilitate communication to pupils with SEN and disabilities. Specific attention will be given to enable:

Clear provision of images and text in a large print format

The use of high quality audio/visual material

The easy dissemination of printed handouts of appropriate clarity, e.g. on cream paper

**Accessibility Plan**

The Academy will review this plan on an annual basis to evaluate:

* The effectiveness of the action taken in the previous Academy year
* Relevant targets for the next Academy year
* Responses to any legislative changes
* Changes or expected change to relevant student needs

Monitoring will be a constant process and the Principal will make the necessary amendments and discuss planning, budget and other concerns. If a pupil with special medical requirements and a particular disability which restricts mobility around the Academy site is offered a place, a committee will be convened consisting of the Principal, SENCo and governor for SEN.

**Linked Policies**

This Plan will contribute to the review and revision of related Academy policies and documents:

* Code of Conduct
* SEND Policy
* Equal Opportunities Policy
* Admissions Policy
* Curriculum Policy
* Medical Needs Policy

**3 Year SENDA Plan**

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| --- | --- | --- | --- |
| **Target** | **Strategy** | **Completed by** | **Person responsible** |
| **2023-24** | | | |
| Improving information gathering and communication | Set up system to have provision plans circulated to all staff upon referral of new students | September 2023 | SENCO |
| Improvements to the physical environment | Ensure buildings comply with H&S regulations | Completed Jan 2024 | Estates Manager |
| Improvements to the physical environment | New build will modify premises for greater access – DfE involved in plans | Completed Jan 2024 | Estates Manager |
| Improving access to the curriculum | All learners have the option of cream paper | September 2023 | Principal |
| **2024-25** | | | |
| Improving access to the curriculum | Monitor progress of SEN pupils and review arrangements | To be reviewed September 2024 | SENCO / P |
| Improving information gathering and communication | Consider making prospectus and other admissions material available in other languages, audio format etc. | To be reviewed September 2024 | SENCO / P |
| **2025-26** | | | |
| Improvements to the physical environment | Lifts to enable access to all floors of the new permanent building | Included in plans for new build | Estates Manager |
| Improving access to the curriculum | Review 1- and 2- year targets in light of new legislation and opportunities | To be reviewed January 2025 | Principal + SLT |