Accessibility Plan 2025-2028

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

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.

Key Aims

To increase and eventually ensure for learners with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act (2010) is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
    - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled pupils less favourably
    - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
    - To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- 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 setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Staff information and training
- Classroom organisation
- Timetabling
- Expanding the curriculum as necessary to ensure pupils with an impairment are as equally prepared for life as children without impairments
- Provision of specialist aids and equipment, which may assist pupils in accessing the curriculum
- Where necessary, support will be given by the Special Educational Needs (SEN) department, led by the Special Educational Needs Coordinator (SENDCo)
- The academy facilitates services from a range of agencies for all pupils and their families

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Any new build will be built with physically impaired pupils in mind, ensuring access for all.
- The academy is accessible via ramps and handrails where appropriate
- Boston Pioneers Academy has accessible toilet facilities for physically impaired pupils and for the use of physically impaired people using the school services.
- Boston Pioneers has disabled shower facilities within a functional medical room.

- Specialist equipment is made available as appropriate.

Improving the delivery of written information to disabled pupil and parents/ carers

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.
We will make available, upon request suggestions or where it is apparent that there is a need:

- Documents translated into pupils' home languages (we may need additional time to secure interpreter services).
- Documents in large print format
- Documents converted into Braille
- Documents printed on visual stress colour-friendly paper.

- **Financial Planning and control**

- The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Policy Implementation

The overall responsibility for the implementation of this plan at Boston Pioneers Academy is delegated to Mrs Virginia Lilley, SENCo. At Boston Pioneers Academy, Mrs Virginia Lilley, SENCo, will be responsible in conjunction with senior leaders, disabled pupils and their parents/carers and any relevant outside agencies, for drawing up, implementing and keeping this plan under review.

Working in collaboration with our school communities

Boston Pioneers Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. We aim to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

Boston Pioneers Academy is active in promoting positive attitudes to any disabled people in our schools and their communities, and in planning to increase access to

education for all disabled pupils. As part of our continued communication with pupils, parents, carers and other stakeholders, Boston Pioneers will continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Current range of disabilities within Boston Pioneers Academy

Boston Pioneers Academy is fully inclusive and has a high number of learners with Special Educational Needs and/or disabilities. It is not unusual for our Academy to be meeting the following needs:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorder
- Dyslexia
- Hearing impairments
- Visual impairments
- Global Developmental Delay
- Various medical conditions including Diabetes, Epilepsy & Asthma
- A range of learning difficulties

Increasing access for disabled pupils

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all pupils. As such we have a regular cycle of training provided by professionals from outside agencies to ensure that our ability to meet the needs of our diverse community is kept up to date. We have very close relationships with outside agencies and will actively seek advice from them to ensure that we can meet every pupil's needs through reasonable adjustments and specialised resources. We aim to meet every pupil's needs within mixed ability, inclusive classes wherever possible.

It is a core value of Boston Pioneers Academy that all pupils are enabled to participate fully in the broader life of their school. Consequently, all pupils attend age relevant after school clubs, leisure and cultural activities and educational visits.

Contextual Information

Being newly built in 2013, Boston Pioneers Academy is accessible for anyone who has a disability. All doorways are wide enough for wheelchair access and there is lift to access

the upper floor. We have disabled toilets on each floor, and a hygiene suite on the ground floor, which can once again be accessed by all stakeholders. Furthermore, we have a disabled parking space in our car park for any of our stakeholders who may have walking difficulties.

Although our physical environment is fully compliant with current disability standards, we recognise that accessibility extends beyond buildings and so the targets in our accessibility plan below aim to go beyond compliance—focusing instead on inclusion, consistency, and proactive support.

School Accessibility Plan: 2025–2028

Target	Strategy	Outcome	Timeframe	Responsibility
Increasing access for disabled pupils to the school curriculum				
Ensure all staff are confident in inclusive teaching strategies	Provide annual CPD focusing on adaptive teaching and other SEND-specific strategies; monitor implementation through lesson observations.	Quality-first teaching is embedded across the school, with increased engagement and progress among pupils with SEND.	Focus during 25-26 will be completion of Pixl Adaptive Learning CPD & implementation of strategies into everyday practice.	SENDCo
Ensure there are a range of enrichment activities accessible to all pupils.	Ensure when planning extra-curricular clubs and activities that physical, sensory, and medical needs are taken into consideration.	All pupils are able to participate in extracurricular activities.	Termly clubs review, ongoing.	SENDCo & PSED Lead.
Improving access to the physical environment of schools				
Improve the clarity and inclusivity of signage across the school.	Conduct an annual audit of all signage; replace or supplement signs with large print, high contrast, and pictorial versions where needed.	All pupils, staff, and visitors can independently navigate the school site regardless of visual or cognitive needs.	Initial audit completed by end of March 26 and then reviewed annually.	SENDCo & Site Manager.
Ensure outdoor play and learning environments are inclusive.	Review and adapt school grounds (as budget allows) to ensure greater inclusivity. Initial focus being the establishment of 'quiet spaces' on each playground and the establishment of an outdoor learning zone for pupils with profound needs from Y1+ who would benefit from	Pupils with physical, sensory, or neurodiverse needs are visibly included and engaged in outdoor learning and play.	Focus 25-26 Compass Outdoor Learning zone; Focus 26-27 KS2 outdoor learning zone; Focus 27-28 Creation of a sensory garden and or	SENDCo, HT & Premises Manager.

	access to resources such as sand and water to support their learning.		playground 'quiet zones'.	
Ensure that there is clear signage for disabled visitors to the academy	Signage identified to improve accessibility for disabled visitors to school: • Sign for disabled parking • route to main entrance markers • disabled toilet • lift	Disabled users of the school building will be able to access the building independently because they will be able to follow the signs around the academy	By September 2026	SENCO/HT
Ensure sign in facilities are independently accessible to wheelchair users	Review positioning and height of sign in tablet. Adjust position/height of tablet to ensure wheelchair users can access.	Wheelchair users will be able to sign in without needing additional help from staff	By September 2026 By December 2026	SENCO/HT
Improving the delivery of information to pupils and parents				
Ensure that pupils with a Communication and Interaction need can access the curriculum.	Use a range of strategies to support communication and understanding as an alternative to or alongside written text, e.g. WIDGET and Makaton Sign language.	Pupils can access the curriculum and meet their potential using alternative forms of communication.	Ongoing	SENCo & Class Teachers
Ensure that all written information is presented in a way which allows all pupils to access the curriculum.	Professionals (e.g. Sensory Education Support Team, Teacher of the visually impaired, Occupational Therapist) to provide advice about how written work should be presented, which could improve access to the curriculum.	Pupils can access the curriculum and meet their potential. E.g. Work copied onto coloured paper, coloured overlays, clutter free whiteboards, enlarged print. All reasonable adjustments identified on Individual Support Plans.	Ongoing	SENCo & Class Teachers
To ensure that all parents and other members of the school community can access information.	Access to the SEND information report via the website or hard copy on request. Information can be requested in different	SLT, SENDco, all staff	Long Term	Ongoing

Information regarding SEND available on the website	languages and other accessible formats			
To ensure that parents who are unable to attend school because of a disability, can assess parents evenings and review meetings.	To continue the use of electronic communication with parents, including TEAMs. Review meetings to be held, at times when parents can attend Ensure that pupils know who they can contact for information, advice, and support Information to be available in a variety of formats – easy read print, large print, symbols, and audio upon request. For staff identify and approach parents who they think this would be helpful to. Use of interpreters at meetings.	Teachers and front of house staff supported by SLT and SENDco	Long Term	Ongoing
Ensure all parents are supported to access information and meetings in their native language	Make parents aware, through social media and school communication systems that school information is available in translated formats Provide interpreter services, where required and available, in meetings	Parents can access information with ease. Better engagement with school processes is evident.	By September 2026 By September 2026	SENCO and SLT SENCO and SLT

Equality and inclusion				
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**
To continue to work with staff to ensure that their knowledge disability issues/needs is current.	Ensure training for all new staff where relevant to their individual roles.	SLT	Long term	Bi-annually

Accessibility plan in place and becomes an annual item at the academy council.	Accessibility plan is reviewed annually and updated every 3 years The plan is coproduced with young people, their families, and other stakeholders including the academy council.	SLT	Long term	Annually
Access to the physical environment				
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**
Building to be physically accessible for people with disabilities	Ensure the majority of areas are physically accessible. e.g clear corridors of obstructions, entrances are clear. Where adaptations are not possible, consider moving classes to more accessible rooms to ensure inclusion. All fire exits to be accessible to all, including ramps. Both staff and children's toilets to be fully accessible, including correctly placed sinks and hygiene areas. To ensure all exits are accessible – including the placement of buttons and automatic opening to ensure this. Ramps outside the building to be safe, correct surface and hand rails where appropriate.	Site Manager SLT	Long Term	ongoing
Pathways around the setting, parking arrangements, to be safe, easily accessible and well signed.	Ensure signs are clear Route from the parking bays to be kept clear and free of hazards such as standing water, ice and leaves.	Site Manager	Medium term	Ongoing

Accessible toilets and changing facilities.	To create a hygiene suite for Compass provision.	Site Manger along with school staff	Medium term	By December 2025
Ensuring inclusion in the school community and curriculum				
Learners to be included and represented in all activities, events, trips and extra curricular events	Pupils with SEND to be included in forums like student council Personalised support is arranged so that learners with SEND can attend trips, extra-curricular activities, clubs etc Support to be given to ensure financial difficulties do not prevent a learner with SEND attending Learners and their families to be given explicit information about trips and activities well in advance so that preparations can be made	SLT, class teachers Site manager	Long Term	Ongoing as necessary
Transition is planned and personal for learners with SEND	Transition packages to be put in place where key leaners needs require additional support	Class teachers, outside agency support	Long Term	Ongoing as required
Support is available to support self-esteem, confidence and social skills	School to provide small group support as required to develop self-esteem, confidence, and social skills	Class teachers, outside agency support	Long Term	Ongoing as required
To ensure that SEND learners attend school inline with their peers.	Encourage families to work closely with the academy on improving attendance Support for families from the Inclusion Team (attendance) to be accessed by the academy (in line the SLA).	Class teachers SENDCo SLT Inclusion Team	Long Term	Ongoing

To meet the needs of individuals during statutory end of key stage 2 tests and to ensure access arrangements are correct during all testing within school.	Access arrangements to be part of normal classroom practice for the individual throughout their school career. Access arrangements to be applied for during the KS2 statutory testing as required.	Class teacher. SENCo and inclusion team.	Long Term	Ongoing