

Broadmayne First School

Accessibility plan

Approved by:	Governing Body	Date: February 2019
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Last reviewed on:	February 2019
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Next review due by:	February 2022
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1. Aims

The purpose of this 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 pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Broadmayne First School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves their full potential. We want all our pupils to feel confident and to have a positive view of themselves. Through positive actions we want to enable pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that in order to treat our disabled children equally it is sometimes necessary to do things differently.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, pupils, parents and governors.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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 pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Current Good Practice

Identification

Broadmayne First School asks for information on any disabilities or health conditions in early communications with new parents and carers.

Our SENDCo visits all pre school feeder settings prior to admission to ensure that we have detailed information about any additional needs.

We liaise closely with health and education professionals to ensure that all additional needs are fully identified and planned for before children arrive at our setting. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Broadmayne First School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards, computers and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continuing Professional Development (CPD) programme to ensure that all staff are able to demonstrate both knowledge and understanding of the impact of specific difficulties and potential barriers to learning such as attachment disorder, hearing/visual impairments, speech and language disorders;
- organising classrooms and shared learning areas so that they promote the participation and independence of all pupils;
- promoting and developing ASD-friendly practice across the school;

- enriching the curriculum to provide pupils with quality, real life experiences and ensuring that all children are fully included;
- providing a high level of support from a strong team of support staff;
- modifying learning resources to meet the needs of individual children.

Physical Environment

Broadmayne First School is a small village school. Adaptations to the school designed to increase access for disabled pupils include:

- a dedicated disabled parking bay close to the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet with a changing table
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of anti glare film in some classrooms;
- removing and fixing potential trip hazards and keeping all floor spaces uncluttered;
- Highlighting potential hazards e.g. steps, poles with a contrasting paint

Information

Broadmayne First School already makes written information more accessible to disabled pupils and families through:

- modifying written information so that this is available in large print / accessible fonts for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories, picture symbols, task planners and visual timetables to ensure that all children experience optimum access to learning opportunities.

4. Monitoring and Review

This document will be reviewed every 3 years, but will be monitored and updated as necessary throughout that period.

The governing body and headteacher will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Broadmayne First School Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

It is approved by the Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Curriculum and teaching and Learning policies

Action Plan

Improving Physical Access

Target	Strategy	Timeframe	Achievement	Review
To improve disabled access to Reception classroom	Create a ramp from YR playground into classroom.	To be completed Summer 2019	Ramp made and able to be used	
To refresh bright marking for the visually impaired	Yellow markings repainted in school and playground	by September 2020	All areas marked are bright and easily identified	
To improve light levels throughout the school	Ensure anti-glare film is applied to all classroom windows throughout the school	by September 2020	anti-glare film applied to all windows that VI services identify as necessary	
To improve accessibility of disabled toilet	Install wheelchair friendly sinks, allowing wheelchair users to get close to washbasin	Sept 2022	Sink is replaced as necessary.	

Improving Curriculum Access

Target	Strategy	Timeframe	Achievement	Review
To develop staff knowledge and understanding of a range of disabilities, including hearing impairment and diabetes.	Access support from SENSS and other groups as needed.	Ongoing across the three years of this plan	Staff report confidence in working with children with a range of difficulties. Increased access to the National Curriculum for all.	
To ensure that all out of school activities are planned in advance to ensure that all pupils with a disability are able to take part	<p>Ensure all school staff and governors are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training</p> <p>Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc.</p> <p>Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements</p>	Ongoing but embedded in practice by Summer 2021	<p>No out of school activities are planned without consideration of how pupils with a disability will be included;</p> <p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements;</p> <p>Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events;</p> <p>Pupils and their families feel fully included in out of school activities.</p>	
To improve children's ability to self-regulate.	All staff trained in delivering self regulation techniques. Sensory room made available for children to remove themselves to.	By end Summer 2019	Children are supported to self regulate. Sensory room redesigned to provide safe space for withdrawal.	

Improving access to information

Target	Strategy	Timeframe	Achievement	Review
To ensure that written information is available in a variety of accessible formats.	The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, 'easy read', augmentative communication technology, contrasting colours, listening aids etc.) and will research good practice in other schools.	By September 2020	All future written information is designed with the specific needs of disabled pupils in mind, and that they and their parents have an increased awareness of all matters usually communicated via written means; Delivery of information to disabled pupils and their parents is improved and meeting their requirements.	
To ensure that information on the school website is available in other formats	To work with eschools to place a 'listen' button on main school policies on website.	By Summer 2020	To have a 'listen' button on school policies on the website	