Accessibility Plan

Broadmayne First School And Nursery

Approved by:	Governing Body	Date: January 2025
Last reviewed on:	December 2024	
Next review due by:	January 2028	

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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, the complaints 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
- 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 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. 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 contacts 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 an adaptive 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 (Autistic Spectrum)-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;
- Display boards are neutral with no bright colours
- Children have access to calm zones in classrooms and a sensory pod outside of the classroom.
- 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Improving Physical Access

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	RESOURCES	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW DATES AND OUTCOMES

To support the health and wellbeing of all children by developing sensory areas inside and outside of the classroom.	Sensory Pod and calming areas have been installed for children to regulate. Monitor effective use and any implementations that may be required to support regulation. To regularly audit the resources to see if additions need to be made to help support children. Provide additional training for all support staff on the use of brain works and how this can support whilst in the sensory pod/calming areas. Develop sensory corridors and Sensory outside areas using the NCSE Sensory guidance. Look into grants that may be able to provide extra funding for a space dedicated to supporting regulation such as a room with gym equipment / cardboard boxes etc.	Headteacher SENCo Class Teachers	NCSE Sensory Spaces in School 2021 Brainworks	July 2026	Children will have a variety of spaces to regulate to support their health and well-being. Spaces will be used appropriately to support regulation. Staff and children will feel confident to direct/use the spaces effectively.	November 2026 Development of a sensory room next to the Year 2 classroom. November 2026 Classrooms have calm areas and sensory equipment to support well-being July 2026 The introduction of Good Morning Club. Regulation backpacks at the end of playtimes and lunchtimes. Staff these throughout the day. November 2026

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	RESOURCES	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW DATES AND OUTCOMES
						The development of an open gym area is ongoing. Equipment purchased. Outdoor classroom to be used to support this.

Broadmayne First School Behaviour Accessibility Plan

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	RESOURCES	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW DATES AND OUTCOMES
Ensure access for all SEND children at Breakfast, After School Club and reasonable adjustments are made to enable participation	Evaluate existing facilities, activities and resources to identify barriers that could prevent SEND children from participating. Consult with parents/carers to understand the specific needs of their children. Train staff on SEND awareness, and how to support specific children with specific needs. Training to include de-escalation techniques, managing sensory needs, and adaptive communication methods. Create quiet zone/sensory-friendly areas within the club space. Implement regular reviews of SEND children's experiences at the clubs.	Headteacher SENCo	Training audit for staff Additional resources for all children to access.	January 2026	Our Breakfast and After School Clubs will provide a safe, welcoming, and inclusive environment for all SEND children.	September 2026 Introduction of SOFT SET Clubs at start of the day: Sensory Circuits Coffee Club Energy Club Relaxing Club (lego and colouring).

Broadmayne First School Behaviour Accessibility Plan

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	RESOURCES	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW DATES AND OUTCOMES
Develop spaces outside of classroom for specialist interventions to occur	Assess school premises to identify underused areas that can be repurposed. Ensure areas are away from distractions such as heavy foot traffic. Explore flexible seating options e.g. chairs, cushions, beanbags to suit different student needs. Design space for specific interventions to ensure appropriate resources are all in one place. Consult TADDS and SENDCo to ensure space meets practical and pedagogical needs. Gather feedback from staff and children using the space to assess effectiveness. Regularly review the setup and resources to make improvements based on evolving needs.	Headteacher SENDCo CLass teachers Specialist teachers	Classroom resources required for interventions	September 2026	Our school will have purposeful, functional spaces that support specialist interventions effectively.	September 2026 Library area adapted for interventions. Intervention classroom developed in Modular building.

Broadmayne First School Behaviour Accessibility Plan

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	RESOURCES	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW DATES AND OUTCOMES
Ensure all children feel safe and involved at playtimes	Train all staff in fostering positive, inclusive play. Introduce a variety of structured and unstructured activities catering to different interests and abilities, including quiet zones and sensory friendly areas. Relaunch Playground buddies to support those who may feel isolated or struggle to join in. Train all staff on conflict resolution to ensure a safe and supportive environment. Regularly gather feedback from children to adapt playtime activities to their preferences and needs.	Headteacher PE Coordinator	Playground resources	September 2025	Children will enjoy playtimes and lunchtimes and will feel safe.	

Broadmayne First School Behaviour Accessibility Plan

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	RESOURCES	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW DATES AND OUTCOMES
To ensure all pupils and adults with a disability can be safely evacuated in an emergency	Regularly carry out an Emergency Evacuation to audit needs of the children within school. All children that flagged up during the Emergency Evacuation have a completed and up to date PEEP which has been agreed by parents. Ensure staff working with those children have seen and understand the PEEP.	Headteacher Fire wardens Class teachers SENDCO	LA guidance on PEEP	April 2026	All children will be able to safely leave the building when an emergency evacuation is required.	September 2026 - Completed for First School Children. Now need to update for Nursery.

Improving Curriculum Access

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	RESOURCES	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW DATES AND OUTCOMES
To ensure that SEND is well represented within our school library.	Audit books to assess current representation of SEND themes, characters and authors. Provide opportunities for children and parents to suggest books that resonate with their experiences Seek advice from outside agencies to identify valuable resources Purchase books (use recommended book lists) with SEND representation including: Fiction Non-fiction Books by authors with SEND Create a visible SEND section in the library for easier access Recommend SEND-themed books for classroom reading lists and book clubs.	Headteacher SENDCo Reading Lead	Recommended list of SEND books	September 2027	Our library will represent SEND and will be an inclusive environment.	

Broadmayne First School Behaviour Accessibility Plan

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	RESOURCES	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW DATES AND OUTCOMES
Use appropriate assessment tools and activities for children working pre key stage	Ensure staff are familiar with Cherry Tree Branch Maps Use other professionals suggestions for adaptations of the curriculum Consider using the engagement model for children working well below age related expectations.	Headteacher SENDCo Class teacher	Cherry Tree Branch Maps. Engagement model	December 2026	Our school will be able to show measurable progress for children working at pre keystage.	

Broadmayne First School Behaviour Accessibility Plan

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	RESOURCES	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW DATES AND OUTCOMES
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	Identify training needs - conduct staff survey to identify gaps in understanding of accessibility and inclusion in the curriculum SENDCo to identify common barriers and provide tailored support to members of the team/staff training in INSET or staff meetings. SENDCO to hold Inclusion review meetings to prioritize the learning and progress of SEND children. Engage support from external experts Induction training for new staff on inclusive practices . Regular staff feedback to share inclusive teaching strategies in team meetings. Training will be part of the SDP.	Headteacher SENDCo Class teacher	Educational Challenge Lead support materials CPD videos accessed through National College	July 2027	All children will access the curriculum and good progress will be made by all learners.	

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AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	RESOURCES	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW DATES AND OUTCOMES
Appropriate use of intervention and their success and impact.	Class teachers to create class provision maps detailing current class intervention. This will be reviewed for impact termly. Ensure that all interventions have SMART targets. SENDCo to review provision maps and targets to ensure each intervention is SMART. Provide feedback and support where necessary. All staff to be aware of timelines for reviewing the intervention and its impact. TA training provided by SENDCo to ensure all staff feel confident running interventions.	SENDCo Classteacher	Provision Maps Training	July 2027	Interventions will show measurable progress for all learners.	

Improving access to information:

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	RESOURCES	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW DATES AND OUTCOMES
Ensure written materials are available in alternative formats	Identify children who may need alternative formats to access the curriculum. Engage with SEND specialists, translators to inform planning Implement processes for requesting materials in alternative formats and reasonable time frames for delivery. School to consistently use: same font, clear formatting dyslexia friendly paper or colored overlays Liaise and partner with specialist services to support braille transcriptions, British Sign Language, EAL. Investigate the purchasing of dual language books for our EAL children to access	Headteacher SENDCo	Specialist Service resources.	January 2028	All members of our community will have access to our school information. All children have access to materials that will support their learning and development.	

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AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	RESOURCES	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW DATES AND OUTCOMES
To ensure that languages other than English are visible in and around school	Assess existing displays, signage and materials to determine current representations of languages other than English. Survey students, staff, parents to identify languages spoken within the school community. Invite the community to suggest phrases and ideas for representation. Translate key signs into most commonly spoken languages in school. Display multilingual versions of safety inclusions, rules, directions Purchase books in a range of labagues in the school library and display these prominently. Provide opportunities for bilingual students to act as language ambassadors or mentors	Headteacher Language Lead	Dual language tools such as: Google translate	January 2028	Our school environment will show and celebrate an inclusive culture of other languages.	

4. Monitoring arrangements

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
- SEND policy
- Supporting pupils with medical conditions policy