

BROOMFIELD PRIMARY SCHOOL

ACCESSIBILITY PLAN 2021-2024

1 Introduction

The purpose of the Plan shows how Broomfield Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

This Plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2014. A person is defined as having a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

The Equality Act 2010 came into force on 10 October 2010 providing a modern, single legal framework, and a clearer, more streamlined law that will be more effective at tackling disadvantage and discrimination.

1.1 Protected characteristic definitions

There are nine characteristics protected under the Equality Act 2010. They are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or beliefs
- Gender
- Sexual orientation

These are the definitions given on the Equality and Human Rights Commissions website:

Age:

A person belonging to a particular age (for example 32-year olds) or a range of ages (for example 18 to 30-year olds).

Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one gender to another.

Marriage and civil partnership

Marriage is a union between a man and a woman or between same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman favourably because she is breastfeeding.

Race

Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Gender

How a person identifies.

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

2 Aims and Objectives

The three aims of the Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- Advance quality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Broomfield we believe that every learner is entitled to benefit from access to a rich, varied, challenging and inspiring curriculum which takes account of unequal starting points and is provided irrespective of age, disability, ethnic background or gender enabling each individual

to fulfil his or her full potential to the highest possible standard. This means that Broomfield Primary School has due regard to the main three aims of the Equality Duty in the course of day to day responsibilities within our school and especially when any important decisions need to be made, implications under the Equality Act 2010 are considered.

3 Areas of planning responsibilities

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs, by expanding the curriculum as necessary to ensure that such pupils are as, equally prepared for life as are the able-bodied pupils. If a school fails to do this they are in breach of their duties under the Equalities Act 2010; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time.
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour and Relationships Policy
- Curriculum Policy
- Health, Safety and Wellbeing Policy
- Special Educational Needs Policy
- Administration of Medicines Policy
- School Improvement Plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Body.

4 Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at school, we ask parents to keep the school informed of any changes to the information they have provided.

5 Physical Environment

Broomfield Primary School is continuing to grow and develop, moving to single year group teaching, organised into two classes of 30. By September 2023 Broomfield Primary School will have expanded to the full planned capacity of 14 classes, each with a potential to consist of 30 children.

There are no areas of the school to which disabled pupils have limited or no access at the moment. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review.

Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

6 Curriculum

It is a core value of the school that all children are enabled to participate fully in the broader life of school. Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

7 Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff.

8 Access Audit

Broomfield Primary School is a single-story building with several access points from the outside. The main building is Edwardian, however there have been a number of additions to the school with recent building projects completed in March 2020 – remodelling of school hall to include two new classrooms and two office spaces and a new building including four classroom spaces, toilets (including a disabled toilet), small groups room, kitchen and school hall.

The main entrance to the School, additional school buildings and the new build has level access or ramped access. Some entrances are stepped, however access to these areas of the school is possible through alternative routes. Wheelchair access is possible through the main entrance, providing access to all other areas in the main school building. Wheelchair access to all other school buildings is possible through level access.

Designated car parking is available for staff on the school field which is located across the road from the school. A small amount of additional parking is available on the school site should this be required. Parking is able to be granted to visitors on a needs basis. There is a disabled parking bay located outside the Main School Reception.

There are disabled toilet facilities available, one in the most recent new building, one by the Reception classrooms and one in the main building opposite the school office.

At present we have no wheelchair dependent members of staff or parents and one wheelchair dependent pupil. Broomfield Primary School has children with a range of disabilities to include moderate and specific learning disabilities. We have a small number of pupils and parents with hearing and/or visual impairments. We have a small number of pupils with Medical Care Plans or Intimate Care Plans which include support for gastrostomy feeding, administering of an EpiPen, or intimate care related to toileting.

9 Management, coordination and implementation and review

- The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body.
- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- Annual reviews of the policy and plan are shared with staff.
- We make links with other schools to share best practice through regular SENCo cluster meetings and other communications as needed.

10 Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints received relating to the provision for pupils with access needs, these will be dealt with in the first instance by the Headteacher. The SEND Governor or Chair of Governors may be involved if the complaint is not resolved satisfactorily.

Target	Strategies	Timescale	Responsibility	Success Criteria
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with Equality Act 2010. Cycle of reviewing and updating policies.	Ongoing	HT, Governors, SLT and Subject Leaders	All policies clearly reflect inclusive practice and procedures.
To establish close liaison with parents and outside agencies for pupils with ongoing health needs, e.g. children with severe asthma, epilepsy, or mobility issues.	To ensure collaboration between all key parties and professionals.	Ongoing	SLT/SENCo and all teaching staff, outside agencies	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision.	Cycle of reviewing and updating training needs relating to children's individual care needs, as identified in Care Plans. Medical Care Plans to be written and regularly reviewed in consultation with all parties involved in children's medical care. To ensure all pupils can access 'Welly Wednesday.'	Annually Annually (as a minimum) Ongoing	SENCo with relevant teaching staff and outside agencies SENCo with relevant teaching staff and outside agencies EYFS Lead, SENCo, Site Manager, Class Teachers and LSAs	All relevant staff to have received appropriate training related to children's individual needs within a timely manner. All children with medical needs to have Care Plans detailing the support required based on their current level of need. All children able to fully engage and thrive during enrichment opportunities.

Review PE curriculum to ensure PE lessons are accessible to all.	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	As required.	PE Lead	All children to have access to PE and be able to excel, including participating in competitions.
To finely review attainment of all SEND pupils.	Progress meetings between Class Teachers and SLT. SEND monitoring through book scrutiny, observation and moderation of assessment. Regular liaison with parents. Baseline and exit assessments used for all interventions. Intervention monitoring sheets to be used by staff delivering interventions to make summative assessments. Interventions to be clearly identified in Phase Group Provision Mapping.	Termly	SLT Class teachers SENCo LSAs under direction from Line Managers	Progress made towards One Plan targets. Evidence of progress between entry and exit data, including clear steps of progress. Provision mapping clearly details support in place across each Phase Group.
To monitor attainment for More Able pupils.	More Able Policy Monitor list of children identified Booster groups/activities	Ongoing Termly	More Able Co-ordinator Class Teachers	More Able children making proportionate progress Achieving above average results
To take account of variety of learning styles when teaching.	Access to appropriate ICT aids such as voice to text software, use of iPads to enhance and support learning. Training for relevant staff. Create positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of	Ongoing	Whole staff	Wider use and variety of learning styles and multi-sensory activities evident in planning and in the classroom teaching. Ensuring that the needs of all disabled

	disabled people.			pupils, parents and staff are represented in the school.
To improve physical environment of the School.	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises, as well as events within the school.	Ongoing	SLT, Site Manager and Governing Body	Evidence that appropriate considerations have been made wherever physical improvements have been carried out.
	All areas of the school to be assessed to ensure they are accessible to children, staff and parents with disabilities, including physical, hearing/visual impairments.	Ongoing	All staff ongoing, reviewed by SENCo annually or when changes are made to the environment	School environment accessible and 'safe' for all children to access independently (where appropriate).
	Continue to develop playgrounds and facilities, including EYFS outside area.	Ongoing	SLT, PE Lead, whole school approach	Inclusive, child-friendly redeveloped outdoor areas.
	To develop outbreak/intervention spaces within school.	Ongoing	SLT, SENCo and teaching staff	Inclusive, purposeful learning spaces created.
	Create sensory space within school to support children's emotional/sensory regulation and ability to access learning opportunities.	Ongoing	SLT, SENCo, SEND Governor	Inclusive, accessible sensory space created in Deputy Head's current office space.
Ensure a visually stimulating environment for all	Colourful, lively, text rich displays in classrooms and outdoor areas,	Ongoing	Teaching and non-teaching staff. Monitored by SLT and	Lively and inviting environments maintained. Evidence

children.			Governors.	of purposeful text displayed around school, including in outdoor areas.
Ensure the School is aware of the access needs of staff, parents, governors and visitors with disabilities, medical conditions or other access needs.	<p>Liaise with individual staff and governors to ascertain access needs and ensure they are met.</p> <p>Liaise with individual parents/visitors to ascertain any access needs,</p> <p>Ensure that actions are clear, including emergency evacuation procedures. Ensure that all fire escape routes are suitable for all.</p>	Ongoing as need arises	Headteacher, Site Manager and Governors	Evidence that appropriate consideration has been made, i.e. staff and Governors confident needs are met. Parents have full access to all activities which take place within school.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	<p>Create personalised risk assessments and access plans for individual pupils within the capability of the school.</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>	Ongoing	SLT, SENCo, Site Manager, all teaching staff	Evidence that appropriate considerations have been made and pupils are able to participate in school activities.
To maintain accreditation of Healthy School Award.	Continue to work towards Healthy School award.	Annually	PSHE and PE Lead, SLT	Retention of Award
To enable improved access to written information for pupils, parents and visitors.	<p>Create, source and offer information in alternative formats. Investigate symbol software to support learners and parents with reading difficulties.</p> <p>Provide information in clear print and 'simple' English.</p>	Ongoing	SLT, teachers, Administration and Office Team, supported by SENCo	Evidence that appropriate considerations and reasonable adjustments have been made, i.e. use of adaptive software to support

	<p>School office will support and help parents to access information and complete school forms.</p> <p>Access to translators, sign language interpreters to be considered and offered if needed/possible.</p> <p>Access arrangements are considered and put into place for statutory testing.</p>	As required		<p>learning and access to resources.</p> <p>All parents understand key messages in school information.</p> <p>Audit of signage, resources and staff produced resources.</p>
To review pupil's records ensuring school awareness of any disabilities.	<p>Ensure information is collected and kept up to date about children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher • Transition meetings • Annual Review Meetings • One Plan Meetings • Medical Care Plans • Medical forms updated annually for all children 	Annually (or on point of entry to the school)	Class teachers, SEND LSAs, outside agencies, SLT, SENCo, Administration and Office Team	Evidence that staff are aware of pupils with disabilities (and/or parents/carers with disabilities) within their class and that appropriate consideration and adjustments have been made.
To evaluate and review the above targets annually.	As above.	Annually	SLT, Subject Leaders, Governors	All children making good progress
To deliver findings to the Governing Body.	Governing Body Meetings.	Annually	SLT, SEND Governor	Governors fully informed about SEND provision and progress.