



Broadfield Primary School
Accessibility Plan

Approved Date 22nd June 2017
Approved By Full Governing Body
Review Date June 2020

Rationale

Broadfield Primary School is committed to helping children and adults achieve more: The purpose of this accessibility plan is to show how Broadfield Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Broadfield is committed to providing an environment that values all pupils and staff and visitors.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which 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;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Teaching and Learning Policy
- Equality Duty
- Health and Safety Policy
- Special Educational Needs Policy
- School Mission Statement and Values
- Behaviour Policy

Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Broadfield Primary School will address the priorities identified in the plan. The plan is valid for three years 2017/2020 . It is reviewed annually.

Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Ensure the Broadfield values are demonstrated and upheld – especially respect, diversity, inclusion and equality

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives	Action	Owner	Date	Success criteria
Increase access to the curriculum for pupils with a disability	Broadfield offers a differentiated curriculum for all children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Ensure the needs of children are identified early and any actions put in place with the class teacher	Ensure SENCO class teachers plan and deliver teaching accordingly	SENCO and class teachers	Ongoing 2017 – 2020	All learners make good progress
Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements which have been implemented through the year.	Ensure that smooth transition to next classroom is in place	Ensure SENCO and class teachers discuss and implement preferred layouts of furniture and equipment to ensure accessibility for children with a range of learning /behaviours/physical needs	SENCO and class teachers	Ongoing 2017 – 2020	Lessons and classrooms accommodate the needs of all learners

Improve the delivery of written information to pupils	Staff have been trained in using visual time tables and have experience of working with children with additional needs.	Ensure school communications are easily accessible using jargon free easy to understand language	Ensure written and verbal communications are targeted at a reading age accessible to most parents	Teachers and Office	Ongoing 2017 - 2020	Parents and carers have access to relevant school information
Ensure all pupils respect and celebrate diversity, inclusion and equality in school	Pupils with physical, social and emotional disabilities are taught and learn together. Children are encouraged to discuss their differences. Role models are sought from a range of individuals with different physical needs such as Para Olympians	Continue to integrate all children together. Look for opportunities to discuss and celebrate individuals in the media and the local community with disabilities.	Ensure SENCO class teachers plan and deliver teaching accordingly	SENCO and class teachers	Ongoing 2017 – 2020	Children aware of Broadfield values and how this relates to individuals with a range of physical/behavioural needs

Accessibility Audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>School has 2 storeys – the second storey contains a classroom, library and staff facilities</p> <p>There are steps from the office area down the KS1 and KS2 classrooms. There are steps from the one reception classroom to another reception classroom</p>	<p>Ensure that any pupils who would have physical difficulties accessing the library have access to the library catalogue on the ipads (and then staff will ensure the books are brought to the child) and have access to class libraries at all time.</p> <p>There is access from the school playground to all classrooms</p>	Class teachers	Ongoing
Corridor access	All corridors are accessible for wheel chairs and wide enough for manoeuvre	Corridors to be tidy and free from obstruction	All school staff	Ongoing
Entrances	Entrance at the main school entrance is by a ramp and double doors suitable for a wheel chair.	Ensure clear from obstruction	All school staff	Ongoing
Ramps	Ramps are in place to enter and leave the school from the main entrance and from the hall	Ensure ramps are free from obstruction	All school staff	Ongoing
Toilets	There is a disabled toilet near the main entrance for staff and visitors	Ensure that the disabled toilet is free from obstruction	All school staff	Ongoing

	Previously we have set up changing areas for children with additional needs in the nursery area			
Reception area	There is room for wheelchair access.	Area to be kept tidy	All school staff	Ongoing
Internal signage	There is signage on the disabled toilet.	Monitor	All school staff	Ongoing
Emergency escape routes	Emergency escape routes are signposted around school. There are steps from the school down to the Emergency Evacuation Point. Visitors asked to inform the office if they have any special requirements in case of an emergency.	Establish emergency evacuation point for wheelchair users and add to relevant H&S booklet	Business Manager	June 2017