



Broadfield Primary School Accessibility Policy and Plan



Broadfield Primary School Values and Visions

Whilst at Broadfield we will work hard to demonstrate the values of:

Belief
Respect
Our community
Aspiration
Diversity
Friendship
Inclusion
Equality
Learning
Determination

In line with our mission statement: **'Together we can achieve'**

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

- Teaching and Learning Policy
- Special Educational Needs Policy
- Equality Policy and Objectives
- Health and Safety Policy
- Behaviour Policy

Aims and Objectives

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 delivery of written information to pupils
- Ensure that the Broadfield values are demonstrated and upheld – especially respect, diversity, inclusion and equality

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.

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.

Legal Background

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

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 Sept 2023 to July 2026.

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

Aim	Current good practice	Objectives	Action	Owner	Date	Success criteria
Increase the extent to which pupils with disabilities can access the curriculum and participate in all aspects of school life.	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 SENDCO and class teachers plan and deliver teaching accordingly	SENDCO and class teachers	Ongoing	All learners make good progress and receive a high quality education that is adapted to suit the diverse range of needs.
Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided	Specific children have specific equipment and seating arrangements which have been planned for and implemented throughout the year.	Ensure that smooth transition to next classroom is in place	Ensure SENDCO and class teachers discuss and implement preferred layouts of furniture and equipment to ensure accessibility for children with a range of learning needs/communication difficulties/behaviours/physical and sensory needs	SENDCO and class teachers	Ongoing	Lessons and classrooms accommodate the needs of all learners

Improve the delivery of written information to pupils and parents/carers	Staff have been trained in using visual time tables and visual aids, they have experience of working with children with additional needs.	<p>Ensure school communications are easily accessible using jargon free easy to understand language.</p> <p>Advice from the SAPSS team is implemented based on the visual profiles of pupils with vision impairment and suitable font sizes to be used in printed text.</p> <p>Information may be printed on coloured paper to support pupils with Dyslexia or vision impairment.</p>	<p>Ensure written and verbal communications are targeted at a reading age accessible to most parents.</p> <p>Use immersive reader technology where possible.</p>	Teachers and Office	Ongoing	Parents and carers have access to relevant school information.
Ensure all pupils respect and celebrate diversity, inclusion and equality in school	All pupils including those 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 SENDCO and class teachers plan and deliver teaching accordingly	SENDCO and class teachers	Ongoing	Children aware of Broadfield values and how this relates to individuals with a range of physical / social and emotional 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 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 most classrooms.</p> <p>Currently 1 year 5 class is upstairs however there is an accessible Y5 class downstairs if required.</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	The main school entrance can be accessed via a dropped kerb and double doors suitable for a wheelchair.	Ensure clear from obstruction	All school staff	Ongoing
Ramps	Ramps are in place to enter and leave the school from the main entrance, from the hall or the girls cloakroom.	Ensure ramps are free from obstruction	All school staff	Ongoing
Toilets	There is a disabled toilet near the main entrance for staff and visitors Previously we have set up changing areas for children with additional needs in the nursery area	Ensure that the disabled toilet is free from obstruction	All school staff	Ongoing
Reception area	There is room for wheelchair access and manoeuvre	Ensure area to be kept tidy and free from obstructions	Receptionist supported by 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 (accessible signage). 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.	Ensure visitors are informed of all emergency evacuation points – wheelchair users to use top of playground via Boys cloakroom ramp if on ground floor. If on first floor exit via hall or office to car park. Member of office staff to ensure all visitors are accounted for.	Office staff	Ongoing