

**Broomhill First School**  
**Accessibility Plan**  
**September 2018 – August 2021**

## Introduction

The Equality Act 2010: Schedule 10, Paragraph 3 state all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

## Our Vision

‘To create a happy and caring environment in which everyone feels valued and everyone is supported to fulfil their potential.’

As part of fulfilling our vision we provide a nurturing and inclusive environment that welcomes children with special educational needs and disabilities. We have clear ways of identifying, assessing and making provision for Special Educational Needs and Disability, as set out in our SEND Information Report 2020 and in our SEND policy. Both of these are available on our website or from our school office and include details of our current position relating to what we already have in place. We are happy to listen to new requests for accessibility and add them to our plan when they arise. We respect the voice of children and their families and their preferences for how children's needs should be met.

Priority	Action	Success Criteria	By whom	By when	Monitoring	Resources	Annual Review (March 2021)
To ensure that the Accessibility Plan becomes an annual item at the full governing body meetings.	Clerk to governors to add to Autumn Term agenda.	Review of Accessibility Plan carried out on an annual basis and minuted in Autumn Term meetings.	JN/ES	Ongoing	Govs		Priority met Spring Gov meeting 2021 – postponed from Autumn Term agenda due to Covid.
To ensure that, where possible, the school buildings and grounds are accessible for all children.	Governor Visit to audit accessibility of school buildings and grounds. Suggest actions and implement as budget allows.	Modifications continue to be made to the school building and grounds to improve access.	JN/Gov responsible for SEND	Jan 19	Govs	Dependent on outcome of audit.	No further modifications required at present. Further reviews to take place as and when required depending on children's needs and/or legislation.
To continue to train staff to enable them to meet the needs of children with a range of disabilities.	SENDCO to review the needs of children on a termly basis and provide training for staff as needed, including making links with NHS services.	Staff are able to enable all children to access the curriculum and demonstrate a clear understanding of their roles and responsibilities relating to SEND issues.	JN	Ongoing	Govs	Extra hours for teaching assistants/part teachers to attend training.  Cost of training courses.	No formal additional training has taken place this academic year. However, SENDCO and relevant staff have received advice from the following agencies to ensure that all children receive the best possible support:  Autism Support Services Vision Impairment Services Portage Health visitor Speech and Language Therapist Educational Psychologist Primary Mental Health Nurse Early Years Inclusion CYPS
To provide specialist equipment to	Assess the needs of children and	Outcomes for	All staff	Ongoing	Govs	Dependent on	Following has been purchased to

<p>promote participation in learning by all pupils.</p>	<p>provide equipment as needed, eg. special pencil grips, writing slopes etc.</p>	<p>children improve.</p>				<p>need.</p>	<p>date this financial year:</p> <p>Screens to provide distraction free work spaces.</p> <p>Light box to support sensory issues.</p> <p>Additional writing grips.</p> <p>Resources to alleviate anxiety/improve concentration.</p>
<p>To ensure that all parents/carers and other members of the school community can access information.</p>	<p>Ensure that all parents/carers are aware through newsletters and website that large type formats of any school produced documentation can be made available and that there is an additional telephone service for adults with hearing or speech impairments.</p>	<p>Parents/carers are aware of additional services.</p> <p>Written information provided in alternative formats as necessary.</p> <p>All staff aware of how to use telephone service.</p>	<p>JN</p>	<p>Ongoing</p>	<p>Govs</p>		<p>Details on website.</p> <p>Staff reminder of how to use telephone service to take place on TT day 12<sup>th</sup> April.</p>