



# Accessibility Plan

**Last reviewed on:** March 2016

**Next review due by:** March 2018

## Introduction

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

Broadway East First School recognises its duty to:

- Not discriminate against disabled pupils in our admissions, exclusions and provision of educational associated services.
- Not treat disabled pupils less favorably
- Take reasonable steps to avoid putting disabled pupils at a disadvantage
- Publish an accessibility plan.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Aims

We aim to:

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

This plan will be reviewed regularly and will be updated every three years. This plan should be read alongside other policies: Single Equalities, SEND, Equal Opportunities, Inclusion, Administration of Medicines, Safeguarding and policies associated with safeguarding.

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 from Miss Wright in the school office 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.

We work with our partner schools in the Gosforth Schools' Trust and Newcastle City Council 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, this procedure sets out the process for raising these concerns.

**Definition of Disability under the Equality Act 2010 states that a person has a disability if:**

- **They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.**

Broadway East First School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

**The three areas to be considered in the action plan are:**

**a) Increasing access to the school curriculum**

*This includes teaching and learning and the wider curriculum of the school including extra-curricular activities, educational visits.*

Improving the quality of teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development, school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all children.

All children must be able to participate fully in the broader life of the school. All children have opportunities to join age relevant extra-curricular activities beyond and within the school day. All children are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other adults involved with children who may have special requirements.

School already makes additional provision for pupils with special educational needs to access the curriculum through the SEN Framework and this will also cover many disabled pupils. SENTASS and TA support and resources are targeted to support those pupils within school.

**The school has set the following overall priorities for increasing curriculum access:**

- Continuing early identification and assessment of children's needs.
- Staff training on specific learning needs
- The allocation of resources, consumable materials and equipment from the delegated budget allocated to resources.
- Ensure that all curriculum development work reflects fully the requirements of the Equality Act 2010

**b) Improving access to the physical environment of the school.**

*This includes improvements to the physical environment of the school and physical aids to access education.*

Broadway East First School will take account of the needs of pupils and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises. We will also take this into account in the early planning and design of the new build (due to open 2020). The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils. Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will

therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.

School is well equipped and resourced to meet the needs of the general school population. This provision is subject to annual planning and review. When building maintenance and repair work is carried out consideration is given to recommendations in the Access Audit.

Governors will use the school's delegated budget and devolved formula capital to meet specific need, adhering to best value principles.

### **c) 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. This may include: handouts, timetables, worksheets, notices, information about school events, all curriculum material, displays, and material on ICT systems. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and should be made available within a reasonable time frame.

In planning to make written information available to disabled pupils and/or parents school will establish the exact need. School will use Local Authority expertise and support agencies as well as its own ICT infrastructure to access a range of materials supportive of needs.

Teaching and support staff will always need to be sensitive to presenting materials to children in appropriate formats.

## **Contextual Information**

Broadway East First School shares a large open site with three other schools and is a single storey building attached to Gosforth Park First school, which is a two storey building. The outdoor area includes playing areas, car parking and a large field. The front part of the main building is accessed from street level and from a small public car park. This access is flat and the main doors are wide and without raised thresholds. There is a ramp from the staff carpark to the staff entrance. The school has a fully equipped adult disabled toilet with alarm cord, big enough to accommodate a wheelchair. There is an identified disabled parking space located in the public car park to the front of the building.

### **Previous adaptations made to the school:**

- Fully equipped adult disabled toilet
- Ramp access from the staff car park
- New flat access from the main doors
- Staff trained to support children with medical needs
- Provision of a disabled parking bay in the public car park to the front of school (marked after close working with the LA)

### **The school has set the following priorities for the development of information and data to support the school's accessibility plan:**

- Early identification of pupils and parents requiring alternative communication. Use of the information on admission/registration forms to audit the accessibility needs of pupils.
- Use of information from support agencies to support needs of pupils, parents or carers and remove barriers to learning.

## **Information about the school's disabled population**

The school's population often has children who have moderate and specific learning difficulties, some have physical disabilities.

New parents visit school when offered a place and complete a registration document. We then contact the LA and other professionals and advisers in collaboration with parents.

Staff are trained in the use of auto injectors, and asthma management and all TAs hold current first aid qualifications. Most staff have had training in the use of the school's AED. Members of support staff in Early Years have current Paediatric First Aid qualifications.

Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEN list and those who have disabilities. Staff will meet with the parents and any linked professionals of children with SEN or disabilities who are joining the school to ensure appropriate reasonable arrangements are put in place to meet their needs. Medical forms are completed by TA first aid staff (Rachel Sutton). Where children have significant health problems, all appropriate adults are informed and photos are displayed on the staff notice board and/or the kitchen wall to hi-light a food allergy.

## **How appropriate is the current provision?**

Staff are highly aware by effective communication of the issues faced by our disabled pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda.

Children, parents or carers and staff with physical disabilities are able to access school from the staff car park within the permitted times (set to conform to H/S).

We have pupils with medical needs who require medication and emergency medication to mitigate their allergic reactions. Care plans are in place for these pupils and staff have received the appropriate training to administer an auto injector in an emergency. Staff will be trained in manual handling to support children in wheelchairs if appropriate. Parents and staff work together to produce care plans. School staff also work in consultation with medical staff to support children in school with additional medical conditions.

## **Provision in an Emergency**

Any children identified with specific physical needs will have their own personal evacuation plans. Named adults will be responsible for their evacuation in an emergency. We have regular evacuation practices for all children.

## **Monitoring and review**

This policy was reviewed and agreed by the Governing Body. We are aware of the need to review the Accessibility Plan regularly. The Accessibility Policy will be formally reviewed by the Leadership Support Committee every 2-3 years.

## **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- EVO Policy
- Physical Restraint policy
- Intimate Care policy
- Safeguarding policy
- Inclusion Policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Paper copies of this accessibility plan, or any of the above policies, are available from Miss Wright in the school office.

**Date of last review: March 2016**

**Next of next review: March 2018**

## Broadway East First School

### Accessibility Plan – Action Plan

	Objectives	Actions	Outcomes
Improving access to the curriculum	To increase the extent to which all pupils including disabled pupils can participate in the school curriculum	<p>Appropriate staff training to raise awareness of children with limited disability e.g. sight , hearing, responsibilities under The Equality Act 2010</p> <p>Review Reception application form to ensure it asks for relevant information about ethnicity, disability, medical etc.</p> <p>Review deployment of support staff using associated data analysis and HCPs to support children - termly</p> <p>Revision of timetables to look at needs of children e.g. planning more lessons into morning session- termly</p> <p>Review and keep up to date the list of children who have medical needs e.g. asthma - annually / ongoing</p> <p>Revise policies and procedures on administration of medicines</p> <p>Set up pre-admission meetings with families with SEND children – documentation shared with relevant staff</p> <p>Provide a stock of PE equipment which can be borrowed for lessons</p> <p>Encourage healthy eating – provision of fruit and water in all classrooms, information to new parents Parents made aware of healthy eating – new parents evenings</p> <p>Build up curriculum resources to support the needs of all children</p>	<p>Staff aware of issues</p> <p>Children who are entitled to support receive it- progress regularly monitored</p> <p>Timetables reflect needs of children, adapted where necessary</p> <p>All appropriate staff aware of the medical needs of children</p> <p>Parents know policy, training given to relevant staff where necessary</p> <p>Planning for SEN is appropriate, staff aware of needs.</p> <p>All children able to access PE curriculum</p> <p>Children more able to concentrate – parents aware of need for healthy snacks</p> <p>Resources appropriate to need</p>
Develop access to the physical environment of the	To ensure the safety of all children	<p>To consider any recommendations from fire safety inspections.</p> <p>Review PE policy and procedures</p> <p>Review where necessary supervision at playtime and the lunch time break</p>	<p>All staff and children aware of fire safety procedures</p> <p>Safety aspects of PE effective enabling all children to access the curriculum</p> <p>All staff aware of procedures</p> <p>Children are safe, adults do not feel vulnerable</p>

<p><b>school.</b></p>	<p><b>Provide a stimulating working environment</b></p> <p><b>To have a clear knowledge of the accessibility of school curriculum</b></p>	<p>Involve all staff in checking that classrooms and corridors are free from clutter  Staff to consider the needs of disabled pupils when planning educational visits  Ensure all electrical equipment is tested regularly  Ensure PE apparatus is inspected annually  Provide a personal evacuation plan for any adult or child, if necessary  Consider safety in outdoor PE  Site manager to produce monthly report to head teacher identifying any remedial action required.  Link Governor to carry out site inspection with site manager.  Update and refurbish classrooms when necessary but with relocation in mind (may result in partial redecoration)</p> <p>All staff are alerted to 'Identifying Barriers to Access: A Checklist'  DfES/ 0462/2002  To ensure all policy statements reflect inclusion for all pupils</p>	<p>School aware of and responds to safety issues  Any child is able to participate in visits  Records available  Records available  All are aware of evacuation procedures  Procedures are in place</p> <p>Repairs carried out in timely manner.  Health and safety risks are reduced.</p> <p>Equality of access to all pupils of the school curriculum</p>
<p><b>Improving Delivery of Written information</b></p>	<p><b>Increase awareness of staff of the importance of good communication systems.</b></p> <p><b>Adaptation of registration form (pupils) and application form (future employees) to include a request for information about any possible disabilities.</b></p> <p><b>Look at alternative ways of providing information if required</b></p>	<p>Advice and training as required.</p> <p>Adapt existing pupil information request to request information about any disability a pupil may have.  Use City Council application forms (future employees)</p> <p>Advice from City Council and/or associations concerned with disability</p>	<p>Better awareness of employees and adults at the school.</p> <p>Information gathered to which the school can respond.</p> <p>Contact for information is registered.</p>





