



# ACCESSIBILITY PLAN

**Last review date**  
**Reviewed by**  
**Next review date**

**November 2019**  
**Full Governing Body**  
**November 2022**

# Accessibility Plan

## Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the SEND Code of Practice 2015. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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

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

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## Objectives

Broadwood Primary School recognises it’s duty to not discriminate against any pupil, staff, parent or visitor, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

The Broadwood Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs.

The three areas to be considered within our Accessibility Plan area:

- **Improving Education**  
Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 schools 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 timeframe;
- **Improving the physical Environment**  
Improve and maintain access to the physical environment of the school, adding specialist

facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- **Improving the provision of communication**

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Equality Plan
- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- SENDCO
- School Business Manager
- Site Manager
- School Council

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be reviewed and monitored by the curriculum committee.

<b>IMPROVING ACCESS TO THE CURRICULUM</b>				
Target	Strategy	Outcome	Timeframe	Person
To further improve quality first teaching	Training on teaching for progression for all learners with additional needs	Staff feel more confident and able to assess, plan and deliver a curriculum using small progressive steps for pupils with disabilities	July 2020	SENDCO
To further develop the school provision map and targeted interventions	All LSA support to be targeted at specific interventions to improve learning for all pupils	Pupils with SEND will have access to sharply focussed, researched interventions which will enable them to develop the skills for independent curricular access	July 2020	SENDCO
To continue to improve provision for children with SEND	Ensure children are able to move easily around the environment Ensure resources are in working order for hearing impaired children eg batteries for aids, FM microphone system in place when necessary for deaf pupils Language is simplified and visual aids are in place for pupils with communication difficulties	All children have full access to their curriculum	Ongoing training opportunities	SLT/SENDCO
To have an appropriate sensory /calming space to support pupils with sensory integration difficulties.	Visit to SMPS- JJ Research on nurture/thrive	Pupils with sensory integration difficulties will have a place that they can go to calm down /reduce arousal levels so they are ready to access the curriculum.	Spring Term 2020	Head/JJ

<b>IMPROVING PHYSICAL ACCESS AT BROADWOOD PRIMARY SCHOOL</b>				
Target	Strategy	Outcome	Timeframe	Person
External spaces are accessible at all times	Regular maintenance and safety checks, cleaning of outdoor equipment and staff made aware of any faults in equipment. Liaise with appropriate external agencies to advise on changes/adaptations that need to be made to equipment	All external areas are accessible to all	Ongoing	Facilities Manager

<b>IMPROVING ACCESS TO WRITTEN INFORMATION AT BROADWOOD PRIMARY SCHOOL</b>				
Target	Strategy	Outcome	Timeframe	Person
To make information available in different languages Provide information with pictures whenever possible	Inform stakeholders regularly how they can use the translate tool Information to be reviewed for access and amended as necessary	All stakeholders will be able to read information on the school website -Ensure reminders go out regarding accepting cookies on the website	Reminders in different languages in school newsletter half termly	Admin/EAL Coordinator