

**Accessibility Policy and Plan Sept 2022-Aug 2024**

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

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. The School recognises its duty under the 2010 Equality Act.

3. The Policy reflects our School's SEND, Health & Safety and Behaviour Policies.

4. Broadheath Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

5. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

6. The Accessibility Plan will contain relevant actions to:

• Improve access to the physical environment of the school, adding specialist facilities

as necessary. This covers reasonable adjustments to the physical environment of the

school and physical aids to access education.

• Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. (If the school fails to do this, it is in breach of the Disability Discrimination Act (DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

• Improve and make reasonable adjustments to 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 time frame.

7. The provision for physical accessibility is taken into account during termly Health & Safety walkabouts.

8. The provision for Curriculum Access and Delivery of Written Information is determined by the SENCO, and reviewed by, the Health and Safety Curriculum Committee.

9. It may not be feasible to undertake some of the works during the life of this

Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit checklist will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

10. The Plan will be regularly monitored through the Health and Safety Committee of the Governors.

11. We acknowledge that there may be a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination.

**School Accessibility Plan Sept 2022-Aug 2024**

**Improving the Physical Access**

This element of the Access Plan covers all areas of the physical environment such as external areas, the building and fixtures and fittings.

The purpose is to increase site access to meet the diverse needs of pupils, staff, parents and community users.

The school will take account of the needs of children and other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises.

Access will be conducted termly by Governors, as part of the Health & Safety Walkabout.

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| **Priority** | **Strategy/Action** | **Responsibility** | **Timescale** | **Resources** |
| Improvementsto help visuallyimpairedpeople. | Clear signage • appropriate use of colour schemes • external steps highlighted in non-slip paint• ensure blinds in all classrooms are effective• ensure door handles contrast in colour to main body of door | Head Teacher (HT)Site Manager (SM)SENco | Ongoing | Cost of signsCost ofredecoration built into maintenancebudget. |
| Uneven areas in playgrounds | Make good as they arise | SM | As required | Cost of project |
| Accessible play equipment | identify accessible play equipment• provide specialist play equipment to enable disabled children to enjoy play which would normally be inaccessible to them | SENco | As required | Cost of equipmentAnd cost ofinstallation |
| Access intoschool andreception to befully compliant | maintenance of automatic doors to main entrance• clear route through school for disabled people, allowing access to all areas.• disabled parking available | HTSchool Business Manager (SBM)SM | On goingReviewedtermlyAs required | Adaptations madeas required |
| Lighting | Outdoor lighting for playground• Outdoor lighting for car park | H&SGovernorsSLTSM | In place – termly review |  |
| DisabledToilets | Maintain wheelchair accessible toilets. | SM | termly review |  |
| Maintain safeaccess aroundthe exterior ofthe school | Ensure that pathways are kept clear of vegetation | SM | On going |  |

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**Improving the Curriculum Access**

This element of the plan ensures that the school provides all children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual children by endorsing the key principles in the National Curriculum Framework.

A regular review of the plan will be carried out by the SENCO

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| **Priority** | **Strategy/Action** | **Responsibility** | **Timescale** | **Resources** |
| Create effectivelearningenvironments for all. | • It is the class teachers’ responsibility to update the learning environment to meet individual pupils’needs to access the full curriculum, with the advice of the SENCO andoutside agencies as required. | HTSENCO | Reviewedannually | Cost of CPDResources |
| Annual assessment of pupil needs, includingappropriate use of specialisedequipment tobenefit individualpupils. | Review the specific needs of pupils living with a disability, in terms of basic daily livingskills, relationships and future aspirations.• Teachers to be aware of, and respond to, therelevant issues with advice.• Use of other professional partners made available where necessary• Ensure Pupil Passports are kept in one place inthe classroom as a point of reference for all staff (in particular staff new to the school). | SENCOAll staff | Reviewedand updatedtermly or asrequired |  |
| Review Care Plans and PersonalEmergency andEvacuationPlans (PEEPS) | Ensure all staff are aware of pupils who require a PEEP.SLT awareness of staff PEEPs• Be aware of the needs of children with sensory issues. Reduce anxiety by providing ear defenders to those children with ASD as required during fire drill.Class teachers to ensure that children who express a preference for ear defenders, regular practice so they are familiar with the equipment.Plans reviewed at least annually. | SENCOClass TeachersSite managerHeadteacher | ReviewedTermly | Cost of eardefenders |
| Ensure ICTappropriate forpupils withdisabilities | Review accessibility of ICT (including notepads and whiteboards), usingspecialist expertise.• Provide relevant training | SENCO | Reviewedtermly withadvice fromexternalagencies when necessary | Cost of softwareand hardware asrequired. SENCOto apply to theHigh NeedsFunding block if appropriate. |
| All out-of-schoolactivities areplanned toensuretheparticipation of all pupils | Review all out-of-school provision to ensurecompliance with legislation and identify any barriers• Ensure school activities are accessible to allchildren• Investigate TA flexibility to cover extracurricular activities if needed.• Training needed on risk assessments for tripsand extracurricular activities. | SENCOHTEducational Visits Coord. | Reviewedtermly |  |

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**Improving the Delivery of Written Information**

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| **Priority** | **Strategy/Action** | **Responsibility** | **Timescale** | **Resources** |
| Availability ofwritten materialin alternativeformats whenspecificallyrequested. | All material published to be available on line. Therefore users need to notify school if they need assistance with making it further accessible.Class Dojo translate and Google translate available for EAL parents | Office/SLT | On line |  |
| Reviewdocumentation witha view to ensuringaccessibility forpupils with visualimpairment | Get advice on alternative formats and use of IT software to produce customised materials.• Review communication between school andhome in relation to pupils or parents with disabilities | OfficeSENCO | Reviewtermly |  |