



Accessibility Policy and Plan Sept 2022-Aug 2025

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 2025

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.

Priority	Strategy/Action	Responsibility	Timescale	Resources	Review Oct 24
Improvements to help visually impaired people.	Clear signage <ul style="list-style-type: none"> • 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 signs Cost of redecoration built into maintenance budget.	New signage across school All door handles contract door colour
Uneven areas in playgrounds	Make good as they arise	SM	As required	Cost of project	New wood chippings added to side area of playground
Accessible play equipment	identify accessible play equipment <ul style="list-style-type: none"> • provide specialist play equipment to enable disabled children to enjoy 	SENco	As required	Cost of equipment And cost of installation	New gym equipment installed August 24 -

	play which would normally be inaccessible to them				accessible to all
Access into school and reception to be fully compliant	maintenance of automatic doors to main entrance • clear route through school for disabled people, allowing access to all areas. • disabled parking available	HT School Business Manager (SBM) SM	On going Reviewed termly As required	Adaptations made as required	Disabled parking space available No steps into main building
Lighting	Outdoor lighting for playground • Outdoor lighting for car park	H&S Governors SLT SM	In place – termly review		Ongoing review as in place, regularly maintained
Disabled Toilets	Maintain wheelchair accessible toilets.	SM	termly review		Accessible toilets at both sides of school site
Maintain safe access around the exterior of the school	Ensure that pathways are kept clear of vegetation	SM	On going		Grounds company contracted to maintain school grounds

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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

Priority	Strategy/Action	Responsibility	Timescale	Resources	Review Oct 24
Create effective learning environments for all.	<ul style="list-style-type: none"> 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 and outside agencies as required. 	HT SENCO	Reviewed annually	Cost of CPD Resources	Termly learning walk reviews carried out by SLT
Annual assessment of pupil needs, including appropriate use of specialised equipment to benefit individual pupils.	Review the specific needs of pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. <ul style="list-style-type: none"> Teachers to be aware of, and respond to, the relevant issues with advice. Use of other professional partners made available where necessary Ensure Pupil Passports are kept in one place in the classroom as a point of reference for all staff (in particular staff new to the school). 	SENCO All staff	Reviewed and updated termly or as required		Ongoing support from SENDCo given to staff Adaptive practice staff meeting Summer 24 Edukey online system used to log provisions
Review Care Plans and Personal Emergency and	Ensure all staff are aware of pupils who require a PEEP. SLT awareness of staff PEEPs <ul style="list-style-type: none"> Be aware of the needs of children with sensory issues. Reduce anxiety by providing ear defenders to those 	SENCO Class Teachers Site manager Headteacher	Reviewed Termly	Cost of ear defenders	Staff review Care plans annually PEEP written for an

Evacuation Plans (PEEPS)	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.				identified pupil OCT 24 Staff use sensory resources as required
Ensure ICT appropriate for pupils with disabilities	Review accessibility of ICT (including notepads and whiteboards), using specialist expertise. <ul style="list-style-type: none"> • Provide relevant training 	SENCO	Reviewed termly with advice from external agencies when necessary	Cost of software and hardware as required. SENCO to apply to the High Needs Funding block if appropriate.	IWB colour screen dyslexia friendly Effective use of chromebooks/ Clicker
All out-of-school activities are planned to ensure the participation of all pupils	Review all out-of-school provision to ensure compliance with legislation and identify any barriers <ul style="list-style-type: none"> • Ensure school activities are accessible to all children • Investigate TA flexibility to cover extracurricular activities if needed. • Training needed on risk assessments for trips and extracurricular activities. 	SENCO HT Educational Visits Coord.	Reviewed termly		All trips/visits are fully inclusive

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Improving the Delivery of Written Information

Priority	Strategy/Action	Responsibility	Timescale	Resources	Review Oct 24
Availability of written material in alternative formats when specifically requested.	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		Parents/carers access Class Dojo translate
Review documentation with a view to ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customised materials. <ul style="list-style-type: none"> Review communication between school and home in relation to pupils or parents with disabilities 	Office SENCO	Review termly		Currently, no pupils on site with visual impairments

Reviewed: October 2024
C.Boyer (SENDCo)