

Broadwood Primary School



Accessibility Policy

Last reviewed:	December 2022
Reviewed by:	Full Governing Body
Next review date:	December 2023

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Statement of intent

This plan outlines how Broadwood Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.

- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired

- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Curriculum

Target	Action	Who	Timeframe	Outcome	Review
Continue to improve the quality of the curriculum that all children can access	Ensure the curriculum is progressive, appropriate and taught in small steps. Resources are appropriate and support teaching and learning	Headteacher, teachers, SENCO	22-23	All children can access the curriculum	Termly
Assessments are effective and interventions are high quality	LSA's attend staff training. High quality training opportunities A range of assessment techniques to enable appropriate planning for interventions	Senior Leader Team SEND lead	22-23	Gaps in learning are closing enabling children to access year group curriculum	Termly
Sign Language – To raise the profile to support Hearing Impaired children	LSA training Training for all staff on basic sign language Children across school to learn Sign language	All staff	22-23	Good communication with staff and all children	22-23
To know the needs of all SEN children and provide the correct support/resource	Early interventions Know the children! Staff to liaise with SEND lead Ensure external or internal support is provided if necessary	Headteacher, staff SEND lead	Autumn 22	Pupils with SEND can access lessons	Termly

Physical environment

Target	Action	Who	Timeframe	Outcome	Review
Provide a range of play opportunities during outdoor playtimes (OPAL)	Continue to build on the different types of play outside	Staff	22-23	Children can develop a range of skills and have access to a positive play experience	Termly
All children have access to a physically safe environment	Daily checks around the whole school environment	SBM, caretaker and all staff	22-23	All areas are safe for all children	Daily
All children have access to an effective learning environment	Know the children! Provide bespoke support eg,, if a child can't see the front board, than move them to the front. If children have difficulties with stairs, consider a classroom downstairs (eg, hypermobility, difficulties with walking)	Teachers and Senior team	Ongoing	All children are able to access high quality learning environment due to school making adaptations.	Half-termly

Written Information

Target	Action	Who	When	Outcome	Review
School information is accessible to all families	Keep the website updated	SBM and SLT	Weekly	Website is fully accessible	Termly
To ensure written communication is clear for children/families with learning disabilities and visual impairment	When appropriate: <ul style="list-style-type: none"> • Enlarge font size • Use simplified language • Signage across school is accessible • Assist families with letters, form signing, for example, transition to secondary forms 	SEND lead, staff and Headteacher	Ongoing	All families can access written communication	Summer 2023

Monitoring and review

This policy will be reviewed by the Governing Body, Headteacher and SEND lead in December 2024.

Any changes to this policy will be communicated to all staff members and relevant stakeholders.