

Broadwood Primary School



Accessibility Policy

Last Reviewed	October 2025
Reviewed by	Full Governing Body
Next Review Date	October 2028

Accessibility Plan

Introduction

This Accessibility Policy 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.

IMPROVING ACCESS TO THE CURRICULUM				
Target	Strategy	Outcome	Timeframe	Person
To develop a language rich environment in the Early Years	School use the speech and language support to work alongside the Early Years Team (and Lead) to audit the current provision Identify areas to develop and make a language rich environment Training for Early Years staff on supporting children in developing language in play and a language rich environment	Pupils with SEND will have access to sharply focussed, researched interventions which will enable them to develop the skills for independent curricular access Pupils with SEND will make progress in line with their peers from their starting points Finely tuned interventions that support the development of phonics and reading	On-going	SENDCO/ Early Years Lead
To continue to improve provision for children with SEND	Broadwood have bought into a speech and language therapist. One main area for school to target is speech, language and communication in the Early Years so they can better access the curriculum through developing their phonics and reading skills Staff training on using the screener as well implementing the interventions Screens will be repeated to monitor the impact using the assess, plan, do, review model	All Early Years children will be screened using the phonological awareness screener (building blocks of reading) Interventions are identified and then delivered to groups of children	Begin Autumn 2025	SENDCO/ Early Years Lead
To have an appropriate sensory /calming space to support pupils with sensory integration difficulties.	Audit current use of room Consult with Educational Psychologist and Occupational therapist and develop a plan based on the needs of the children and create zoned areas for alerting activities, regulation and calming activities Review Area	Two key spaces are to be built: one in Early Years and one in the main school Children with regulation difficulties will have access to external spaces from the classroom Distinct areas created that are for regulating, alerting and calming areas	Begin Autumn 2025	SENDCo and SLT

IMPROVING PHYSICAL ACCESS AT BROADWOOD PRIMARY SCHOOL				
Target	Strategy	Outcome	Timeframe	Person

Improve and maintain access to the physical environment	Improved understanding for all parents School is fully accessible - continue to monitor Improved access for pupils/adults with visual impairment and/or mobility difficulties.	No incidents recorded. School fully accessible. Equipment purchased to assist learning for pupils with visual impairment. All external areas are accessible to all	Ongoing	Facilities Manager
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IMPROVING ACCESS TO WRITTEN INFORMATION AT BROADWOOD PRIMARY SCHOOL				
Target	Strategy	Outcome	Timeframe	Person
Improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled	Inform stakeholders regularly how they can use the translate tool Information to be reviewed for access and amended as necessary The school makes itself aware of the services available through the LA/external agencies for converting written information into alternative formats. Current information and invitations sent to all parents is reviewed to judge the language, style, format, and accessibility	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 Increased inclusion. Improved parental involvement. Parents/carers feel involved in their child's education. Increased inclusion Increased staff awareness	On- going	Admin/EAL Coordinator Full Governing Body Head Teacher