

Accessibility Plan

Broad Heath Primary School



Approved by: Kelly-Mae Saville (SEND governor)

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Broad Heath aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Broad Heath believes that all children should gain in all they do, regardless of their background and circumstance.

The plan will be made available online on the school website, and paper copies are available upon request.

Broad Heath is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Broad Heath supports any available partnerships to develop and implement the plan.

Broad Heath's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, governors, staff and pupils.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Broad Heath offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>Ensure all staff have specific training on disability and medical issues relating to our school community</p>	<p>Identify training needs at regular meetings</p> <p>Liaise with families and health professionals</p>	<p>SENCO / Head teacher</p>	<p>Ongoing</p>	<p>Raised confidence of staff</p> <p>All pupils have their needs met</p>
	<p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>Ensure all staff are aware of disabled children's curriculum access</p>	<p>Share knowledge and IEP information with all agencies involved with each child</p>	<p>SENCO/inclusion team</p>	<p>Annually through transition meetings and termly through IEP meets</p>	<p>All staff are aware of individual's needs and pupils make progress and gain</p>
	<p>Targets are set effectively and are appropriate for pupils with additional needs. These are negotiated with families and stakeholders.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>All school visits and trips need to be accessible to all pupils and individual circumstances will be considered</p>	<p>Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible</p> <p>As part of the risk assessment, ensure that 1:1 support is allocated</p>	<p>EVC / SENCO</p>	<p>Ongoing</p>	<p>All pupils are able to access all school trips and take part in a range of activities</p>

			for disabled pupils.			
		Review PE curriculum to ensure PE is accessible to all pupils and a range of clubs and activities are available for all. For all children to represent the school.	Review PE curriculum to include disability sports adapt existing provision if necessary. Ensure that other opportunities are given when needed for example post-surgery, rehabilitation e.g. swimming	SENCO & PE coordinator	Ongoing	All pupils have access to PE and are able to excel in a range of sport.
		Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with after school club staff, and people running other clubs after school. Support would have to be available – especially after school. Ensure equipment for inclusive sport is available for all	SENCO	As required	Disabled children feel able to participate equally in out of school activities and all children are given a range of sporting opportunities including inclusive sports such as boccia and wheelchair basketball
		To give pupils the opportunity to learn communication skills such as BSL, Makaton, Braille	Possible after school club, skills academy opportunity,	SENco / Skills Academy coordinator	2020-2021	Pupils will be able to communicate in a variety of ways.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Lifts 	To be aware of the access needs of disabled children, staff, governors and parents/carers. Ensure the school staff & governors are aware of	a) To create access plans for individual disabled children as part of the IEP process. b) to ensure staff and governors can access areas of school used	SENCO / class teacher Head teacher	As required Complete	IEP's are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Lifts available to upstairs. Continuously

<ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • The school is based on universal design and accessibility for example hand rails are dual height • Level access entry points • A range of play equipment for children of different abilities including golf course, green school, Science pod • Sound field systems for hearing impaired children • Resources that can be used to support therapies for example swimming pool and sensory room 	<p>access issues</p>	<p>for meetings</p> <p>c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>d) circulate information to relevant staff on Access to Work scheme</p> <p>e) Staff to share SENCO knowledge with volunteers and support staff to ensure continuity of care for the children</p> <p>f) Broad Heath school to be responsive to concerns that may arise</p>	<p>Head teacher</p> <p>Head teacher</p> <p>SENCO/intervention team</p>	<p>Ongoing process</p> <p>Annually</p> <p>All staff clear about SEN needs in class. Autumn 2020 and ongoing</p>	<p>monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school.</p> <p>Access to Work Information on shared drive.</p> <p>Volunteers are aware of needs of SEN children at all times</p>
	<p>Ensure everyone has access to reception area</p>	<p>a) ensure reception area is accessible</p> <p>b) Ensure hatch to the office is at an appropriate height for wheelchair users.</p> <p>c) provision of appropriate seating</p>	<p>Head teacher and office staff.</p>	<p>Ongoing</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Wheelchair users can access the office staff in the same manner as able bodied.</p>
	<p>Maintain safe access for visually impaired people</p>	<p>Check condition of yellow paint on step edges regularly</p> <p>Check exterior lighting is working on</p>	<p>Site Supervisor / Resource and Management Committee</p>	<p>Ongoing checks</p> <p>Annually</p>	<p>Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the</p>

			<p>a regular basis</p> <p>Possibility of bumps at key access points</p> <p>Ensure any areas such as poles etc. around the school grounds are painted in an appropriate contrasting colour or highlighted in some manner.</p>	<p>SENCO/Site Supervisor</p> <p>SENCO/Site Supervisor</p>	<p>Annually</p>	<p>school year.</p> <p>Children know where equipment ends</p>
		<p>Ensure all disabled people can be safely evacuated</p>	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>B) Ensure all staff are aware of their responsibilities in evacuation by being aware of the fire evacuation plan.</p> <p>c) Ensure there is emergency equipment available for evacuation from upstairs and relevant staff are trained in its use.</p>	<p>SENCO</p> <p>Head teacher / Deputy Head to remind staff</p> <p>SENCO/Head teacher</p>	<p>Ongoing – when needed. Updated annually or as required</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily</p>
		<p>Provide hearing loops in classrooms to support pupils with a hearing impairment</p>	<p>Take advice from LEA on appropriate equipment if this becomes necessary</p>	<p>Head teacher / SENCO</p>	<p>As required</p>	<p>All children have access to the curriculum</p>

		Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	All staff/Head teacher	Daily	All disabled personnel and pupils have safe independent exits from school
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources where needed • Induction loops • Pictorial or symbolic representations • Hand gestures to support learning • Videos on the school website 	Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages	SENCO / Head teacher	Annually	Staff more aware of preferred methods of communication, and parents feel included.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has two storeys	-	-	-
Corridor access	All corridors are accessible	-	-	-
Lifts	One lift within school	Scheduled lift maintenance	MF	Annually
Parking bays	Two disabled parking bays within school for staff and visitors No parking for parents in Webster Park unless special permission is granted	Parents to apply for special permission when needed	LD/RRK	When needed
Entrances	All accessible	-	-	-
Ramps	All accessible	-	-	-
Toilets	A number of accessible toilets, at least one per floor	-	-	-
Reception area	Accessible with low desk	-	-	-

Internal signage	All signage is clear	-	-	-
Emergency escape routes	Clearly marked and accessible	-	-	-