



**BROADWOOD PRIMARY SCHOOL**

# ACCESSIBILITY PLAN

**Last review date**  
**Reviewed by**  
**Next review date**

**08.11.16**  
**Full Governing Body**  
**Autumn 2018**

# Accessibility Plan

**At Broadwood Primary School we aim to provide every child in our care with a unique educational experience, developing their skills, knowledge, understanding and talents, and instilling children with the core values of respect, tolerance, happiness and a life-long love of learning.**

## **We aim to:**

- **VALUE** every child. We value achievements, success and effort and place emphasis on manners and respect, ensuring our children are taught to value others, as well as themselves.
- **CELEBRATE** achievement, success and effort. We provide many opportunities to celebrate the achievements of our whole school community.
- **EQUIP** our children with the skills, knowledge and understanding to take them through life and allow them to fulfil their potential and become successful citizens. We also EQUIP our children with a life-long love of learning.
- **EMPOWER** our children by encouraging them to believe in themselves and to believe that with hard work and a positive attitude, they can achieve success.
- **INSPIRE** - we have a fantastic team of inspirational staff and members of the wider school community who inspire our children. We encourage our children to be role models and to inspire each other.

## **Broadwood Primary School Accessibility Plan**

This Accessibility 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 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 is committed to providing an environment that enables full curriculum access that 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 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 where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- 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;
- 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;
- 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.

The Broadwood Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

<b>IMPROVING PHYSICAL ACCESS AT BROADWOOD PRIMARY SCHOOL</b>				
Target	Strategy	Outcome	Timeframe	Person
To improve access to the KS2 playground	Build a ramp at the entrance to the playground	The playground will be accessible to people with physical disabilities, including those who use wheelchairs and mobility scooters	This is dependent on capital funding and will be considered in the 2018 /2019 financial year	Headteacher
To make key steps more visible	Mark external steps with yellow non-slip paint, internal stairs with yellow strips at top and bottom	Broadwood Primary School is on two levels and will not be fully accessible unless rebuilt. However, making steps visible will help people with disabilities navigate them more easily	Paint external steps by June 2018 Strips on internal stairs at top and bottom by June 2018	Facilities Manager

### IMPROVING ACCESS TO THE CURRICULUM

Target	Strategy	Outcome	Timeframe	Person
To further improve quality first teaching	Training on differentiating the curriculum for children with additional needs	Staff will feel more confident and able to differentiate the curriculum to create small next steps for pupils with disabilities	November 2018	SENDCO
To provide resources for children in a structured, visual format	Training for all staff on interventions for pupils with EAL	Staff will know how to present information visually to enable curricular access for all pupils	September 2018	SENDCO
To further train staff in targeted, research based interventions	Training for English leader and 3 learning support assistants on Catch Up reading	A research based English intervention will be implemented across the school and will impact on reading skills for children with SEND enabling full curricular access	November 16	English Leader Staff attended training.
To enable all children to understand the structure of the school day	Have on display in all classrooms a visual daily /weekly timetable	All children will know the activities planned for the school day and this will help children with SEND to further access the curriculum	November 2016	SENDCO Actioned from November 2016.
To further develop the school provision map and targeted interventions	All LSA support to be targeted at specific interventions to improve learning for all pupils	Pupils with SEND will have access to sharply focussed, researched interventions which will enable them to develop the skills for independent curricular access	September 2018 – Full review of provision mapping by SLT, new map fully implemented by 14.09.18	SENDCO
To continue to improve provision for children with SEND	Training during staff INSET	Opportunities to revisit training and plan specific activities for pupils with SEND	1 inset in each of autumn 18, spring 19 and summer 19 terms	
To have an appropriate sensory /calming space to support pupils with sensory integration difficulties.	Bid to SEND Capital Fund	Pupils with sensory integration difficulties will have a place that they can go to calm down /reduce arousal levels so they are ready to access the curriculum.	June 2018	Head
Improve the number of staff who have skills in	SENCO and Level 4 teaching assistant to	A greater number of staff are able to support children with	February 2019	SENDCo

working with children who have Autism	attend 1 day training at Thomas Bewick	Autism with specific ASD friendly strategies.		
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<b>IMPROVING ACCESS TO WRITTEN INFORMATION AT BROADWOOD PRIMARY SCHOOL</b>				
Target	Strategy	Outcome	Timeframe	Person
To make information available in different languages	Inform stakeholders regularly how they can use the translate tool	All stakeholders will be able to read information on the school website	Reminders in different languages in school newsletter half termly from November 2016	Admin
Provide information with pictures whenever possible	Information to be reviewed for access and amended as necessary	Information will be as accessible as is possible	January 2017	Admin