

Broke Hall CP School

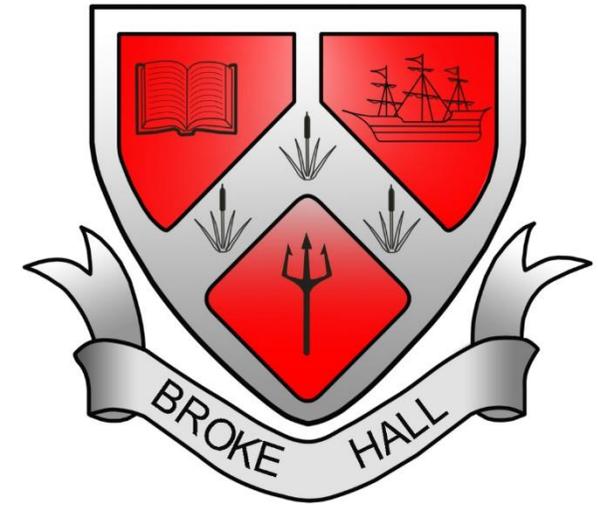
Accessibility Policy & Plan

Version 4

Review Timetable - 3 years

Approved by Governors May 2023

Review Date March 2026



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1. AIMS

1.1 Broke Hall CP School is required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

1.2 The School's aim is to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.3 The school's key objectives are to reduce and eliminate barriers for access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

1.4 Principles:

- Compliance with the Disability Discrimination Act (DDA), the Trust's equalities policy, and the operation of the Trust SEND policy;
- The school recognises their duty under the DDA (as amended by the SENDA):
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favorably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.
- In performing their duties, Trustees, Governors and staff will have regard to the Disability Rights Commission Code of Practice (2002);
- The School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The schools provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

1.5 The plan will be made available online on the schools' websites, and paper copies are available upon request.

1.6 The Trust is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

1.7 The school supports any available partnerships to develop and implement the plan.

1.8 The Trust complaints procedures covers the accessibility plan.

1.9 If you have any concerns relating to accessibility in our school, the complaints procedure sets out the process for raising concerns.

2. LEGISLATION AND GUIDANCE

2.1 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.

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

2.3 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.

2.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

2.5 This policy complies with our funding agreement and articles of association.

3. Access Plans

Improving and maintaining the Physical Access at Broke Hall Primary School

Item	Activity	Outcome	Timescale	Cost
Paths around school	To replace uneven paving slabs around the school site on a rolling programme.	Improve access to all areas of school for anyone using wheelchair/mobility scooter.	Rolling	£11k – Phase 1
Remove steep ramps / provide alternative to steps.	To review all routes around school and ensure that steps or steep ramps are removed or have alternative.	Improve access and safety of school staff and visitors.	Review during 2023	
Review all internal routes in school for accessibility.	Check routes at child height for accessibility.	Ensure routes are suitable for appropriate children.	Review during 2023	

Increasing access to the curriculum for pupils with a disability

Target	Activity & Key People	Outcome	Timeframe
Continued training for teachers and support staff on Special Educational Needs & Disabilities	Review CPD training plan Review the needs of children with specific issues, provide relevant training SENCo & CPD Leader	Teachers and support staff continue to be aware of strategies to ensure children's access to the curriculum and likelihood of success Curriculum – any barriers removed	Annual focus Training re SEN, Diabetes, use of communication devices
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation Phase Leaders & Teachers	All out-of-school activities are conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Termly – report to Governors Eg Yr 3 extra logistics to enable pupil with disability to go to underground air raid shelter.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases Teacher & SENCo	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Annually but as needed with new pupils or staff joining school Changed classroom used by Yr 3 to meet needs.
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc..Use of technology where appropriate eg use of ipads,	Pupil's independence increased Pupil's access to the lessons improved. Increase in access to the National Curriculum & EYFS Curriculum	Review termly as part of Learning Plan reviews. Ongoing eg use of coloured paper, grips, ipads, and specialist communication devices. Soft ware

	<p>magnifying visualiser, and relevant software eg clicker. Staff to receive training on use of devices. <u>Teacher, LSAs & SENCo</u></p>		
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Improving the accessibility of information for disabled pupils at Broke Hall Primary School

Target	STRATEGY/KEY PEOPLE	OUTCOME	TIMEFRAME
To improve signage around school including visual clues to aid visually impaired and EAL pupils.	<p>Use widget symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to Identify important rooms. <u>SENCo, EAL Leader</u></p>	Signs to be used around school to easily identify the use of individual rooms.	Annually at start of each academic year.
Use visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs.	<p>Use of visual timetables, calendars and relevant prompts/reminders. <u>SENCo, teachers, LSAs</u></p>	<p>Pupil's independence increased. Pupil's aware of the routine of the day, with less concerns and therefore more able to learn.</p>	<p>Annually but as needed with new pupils or staff joining school Visual timetables in place</p>
To ensure that all parents and other members of the school community can access necessary information.	<p>Written information will be provided in alternative formats as necessary.</p>	Parents with particular needs will have the same access to information as any other parent	As required

4. MONITORING ARRANGEMENTS

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

4.2 The school will undertake a Governor audit of this Plan once a year to validate that aims and targets are being met

5. ARCHIVE

The school has had an Accessibility Plan since 2013. Below is a short list of physical changes the school has made to adapt to the needs of pupils.

Item	Activity	Outcome
Accessible toilet	Conversion of room to accessible toilet and intimate care room.	Room includes changing place with hoist (not currently commissioned), toilet and storage facility.
KS2 accessible toilet	KS2 large accessible toilet.	Room includes large accessible toilet with space for older girls to use for sanitary products as well disabled users.
Push button front door	Hands free access to school office.	
Car park barrier	Barrier to reduce improper use of car park	Monitored so car park can be used for Blue badge holders.
Radios	Two-way communication across school.	Aids staff supporting children with SEND.
Unisex Toilets	Three of four toilets are unisex with line of sight	Supports behaviour issues in toilets and enables more space for accessibility.
Fire doors	All internal fire doors are held on magnetic holders and linked to fire alarm.	Doors can remain open at all times to allow hands free movement through school.
Secure doors	Site is fully secured during daytime. EYFS Corridor is fully secured during the school day.	Allows free movement of children across school site. Reception children have free access to corridor, but are restricted from the rest of school.
Outside Security Lighting	Improved lighting across car park.	Improve ease access and safety of school staff and visitors during evenings and winter months.
Swapped classrooms	Swapped over year groups to accommodate child in wheelchair	Improved access for child in wheelchair.