

# BROOMFIELDS JUNIOR SCHOOL



## BROOMFIELDS Junior School Accessibility Plan

**2023-2024**

Statement:	Accessibility plan
This statement was approved:	November 2019
This statement will be reviewed:	November 2022
Updated	November 2022
Reviewed	September 2023
Governor committee responsibility:	Buildings, Health and Safety

At Broomfields Junior School our values reflect our commitment to a school where, together, we can all learn achieve and enjoy. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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**

Broomfields Junior 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 Broomfields Junior 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 school 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 Broomfields Junior 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:

- Behaviour and Attitudes Policy
- Curriculum Policies
- Individual Care Plans
- Health & Safety Policy
- Priority Action Plan
- Special Educational Needs and Disability 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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Body Meetings.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of 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**
- **Parents**
- **Children**

**A plan of the school buildings showing areas of accessibility is shown below**





Broomfields Junior School works hard to achieve its vision and a number of the successful outcomes are listed below:

- Ramps were fitted to the school to enable a child to access the building properly (Physical)
- New Doors were fitted to the main building of school to allow access by wheelchair users (Physical)
- Provision of two accessible parking bays for the benefit of disabled people (Physical)
- Nosing to all steps have been painted to provide tonal colour contrast (Physical)
- Two chairs with arm rests are available to the staffroom (Physical)
- Curriculum materials provided in large print format for individual pupil (Curriculum)
- We have purchased some multi-sensory Reading material (Curriculum)
- Pencil grips, angled desks, cushions, resistance bands etc have been made available for individual pupils (Curriculum)
- Liaison with various outside agencies to support individual pupils – Hearing impairment teacher, Physiotherapists, Speech Therapists, Occupational Therapists (Curriculum, Physical, Information)
- Visual timetables implemented in all classes (curriculum)
- Access to appropriate computer technology has been improved for all disabled pupils (Curriculum)
- Improved access to curriculum for all pupils (Curriculum)
- Maintained an already high level of participation in school life for pupils with disabilities (Curriculum, Physical, Information)
- All pupils have access to all aspects of school life (Curriculum, Physical, Information)
- Resources for diverse needs of pupils with disabilities used appropriately (Curriculum)
- Access to information for pupils, parents and carers has been improved (Information)

- Wheelchair access to school and relevant classrooms (physical)
- Altered the height of the disabled toilet (physical)
- Additional hand bar in staff toilet (physical)
- Manual handling training for staff for lifting of children in wheelchairs (Information and physical)
- Handrail built on path that leads down to the field to support children and adults accessing the fields safely (physical)
- Toilet frame fitted to toilet to aid pupil's access (physical)
- Sensory Room set up to allow pupils with sensory needs to self-regulate and access the curriculum (curriculum and physical)
- Concentration stations available in each class to support concentration for children with ADHD (curriculum)

At Broomfields Junior School we try to ensure that every child has the best opportunity to achieve. We make 'reasonable adjustments' to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

On 'access to the curriculum,' we have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning.

Scheme of Work revisions include measures to ensure that all pupils including those with disabilities can access the curriculum. This is a rolling programme of improvements which is leading to holistic embedding of the principles.

On 'physical environment,' we have done what we are able to within the resources available. The audit in 2003 identified a range of issues with differing levels of importance. We have a desire to improve the environment in a way which promotes inclusion for all pupils and will continue to do so subject to resources being available.

On 'information,' we have tried to use a range of formats to meet differing needs. Visual signs are used in appropriate places for all pupils, and particularly for those who need visual cues to help them. We are aware of services to produce alternative formats if necessary.

We will use our information systems to monitor our progress as a school and the progress of disabled children within the school to ensure that we are helping all children achieve.

# BROOMFIELDS JUNIOR SCHOOL: Action Plan 2023-2024

## Action Plan to address the General Duty to promote disability equality

### (i) Promote Equality of opportunity between disabled persons and other persons

Action	By Whom	Start	Finish	Evidence of completion
To ensure that robust policies and practices are in place which promote equality and inclusion (Accessibility Plan / SEN / Educational Visit Policies etc.)	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Amended policies state that the policy has been reviewed with due regard to the Equality Act 2010
Ensure Home / School correspondence is appropriate to identified need	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Evidence of consultation with parents / alternative forms of correspondence 'E' correspondence – Google Classroom/forms
Appropriate Staff Training by Lead Professionals	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	Ongoing	CPD records

### (ii) Eliminate unlawful discrimination

Action	By Whom	Start	Finish	Evidence of completion
Ensuring all visitors are aware of School Policies / Protocols via Equality Statement	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Equality Statement displayed clearly for all to see.
Raising Equality awareness for all members of the school community	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Governors Minutes / Staff Inset records School Council Minutes / Newsletters
Ensure that the relevant support services are used fully and effectively	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Evidence of involvement of support services
Provide opportunities for pupils, staff and parents to comment on the five outcomes of the ECM agenda	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Pupil Voice / Ethos Indicator Analyses Pupil surveys
Ensure that the School Council is involved in the promotion of equality of opportunity	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	School Council Minutes
Improve access to all school information	Headteacher and School	1 <sup>st</sup> September	31 <sup>st</sup> August 2024	Parents Consultation



	Governing Body.	2019		Text
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**(iii) Eliminate harassment related to disabilities**

Action	By Whom	Start	Finish	Evidence of completion
Record incidents where appropriate	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Records as evidence on CPOMS on correct form.
Ensure all relevant Policies / Protocols are adhered to (i.e. Anti-bullying Policy Behaviour Policy)	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Amended policies state that the policy has been reviewed with due regard to the Disability Discrimination Act 2005 Monitoring of Policies shows compliance
Appropriate Staff Training by Lead Professionals	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	CPD Records

**(iv) Promote positive attitudes to disability**

Action	By Whom	Start	Finish	Evidence of completion
Ensure the provision of a diverse range of stories / curriculum materials featuring disabled people (not focussing on their impairment)	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Curriculum materials are available and in use for all children – Updated PSHE/SEMH
Inviting disabled people / charities into school	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Record of Visits Reports to Governors (Governors Minutes)
Display Inclusive posters (e.g. Seals - PSHE & C)	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Posters available and visible in school. Display in Y5 corridor celebrates inclusion.
Promotion of respect and moral values	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	On-going	School Ethos. All people have regard to disabled parking spaces Disability access and facilities are available
School Sway on telephone / audible website if requested	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Reports to Governors (Governors Minutes)

**(v) Encourage participation by disabled people**

Action	By Whom	Start	Finish	Evidence of completion
Invite disabled people into school, classes, assemblies	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Reports to Governors (Governors Minutes)
Ensuring after school clubs / activities are inclusive and accessible	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Amended after school policies state that the policy has been reviewed with due regard to the Equality Act 2010 Comprehensive Relationships Policy
Promote disabled pupils onto the School Council	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	School Council Membership

**(vi) Take account of people's disabilities**

Action	By Whom	Start	Finish	Evidence of completion
Access Plan Audit / consultation of physical environment in relation to access by pupils/parents/carers with an identified disability	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Access Plan modified if necessary and presented to Governors (Governors Minutes)
Curriculum material is appropriate and does not reinforce prejudices PSHE & C Policy to be amended	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	PSHE Policy amended as necessary and presented to Governors (Governors Minutes)
Ensure appropriate Healthcare plans are established and adhered to / initial risk assessment on entry into school for disabled pupil takes place	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Records are in place and regularly monitored – Records on CPOMS
Multi agency consultation are in place as appropriate	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Records are in place and regularly monitored

## Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001

### (i) Improvements in access to the curriculum

Action	By Whom	Start	Finish	Evidence of completion
Review Educational Visits arrangements - identifying strategies to overcome potential disability access barriers	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	On-going	Educational Visits Policy modified and presented to Governors (Governors Minutes) Residentials closer to school to allow all to access

### (ii) Physical improvements to increase access to education and associated services

Action	By Whom	Start	Finish	Evidence of completion
Review Access Plan	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	Each autumn review	Access Plan Reviewed (Governors Minutes)
Identify and implement appropriate healthcare plans / multi agency referral systems / CAFs	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Record of healthcare plans / referrals
Staff Inset	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Inset Records
Adapting / ensuring the prompt provision of / access to / physical resources	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	School record of actions taken
Identification of Lead Professional support requirements	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	School record of actions taken

### (iii) Improvements in the provision of information in a range of formats for disabled pupils

Action	By Whom	Start	Finish	Evidence of completion
Identification of a range of communication strategies - written, audio, Braille, translation etc	Headteacher and School Governing Body.	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2024	Appropriate materials available for pupils