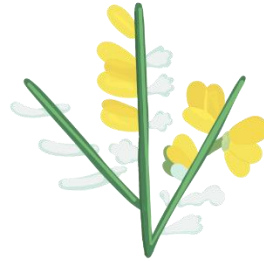


# Broomhill First School



## Accessibility Plan 2022-25

Date policy last reviewed: January 2022

Signed by:

\_\_\_\_\_  
Headteacher

Date: \_\_\_\_\_

Last updated: January 2022

\_\_\_\_\_  
Chair of governors

Date: \_\_\_\_\_

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## **Aims of the Accessibility Plan**

This plan outlines how Broomhill First School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

A disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Our school vision is to nurture hearts and minds. We value each other, embrace differences and celebrate individuality. We believe that every child deserves to live a life of choice and opportunity. Through excellent teaching and learning, we instil each of our pupils with the skills, values, attitudes and knowledge that they need to flourish. We are the very best school at the heart of our community.

As part of fulfilling our vision we provide a nurturing and inclusive environment that welcomes children with special educational needs and disabilities. We have clear ways of identifying, assessing and making provision for Special Educational Needs and Disability, as set out in our SEND Information Report and in our SEND policy. Both of these are available on our website or from our school office and include details of our current position relating to what we already have in place. We are happy to listen to new requests for accessibility and add them to our plan when they arise. We respect the voice of children and their families and their preferences for how children's needs should be met.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## The Accessibility Audit

The governing board will undertake an Accessibility Audit once every three years. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Priorities

Priority	Action	Success Criteria	By whom	By when	Monitoring	Resources	Annual Review
To ensure that the Accessibility Plan becomes an annual item at the Summer term full governing body Meeting.	Clerk to governors to add to Summer Term agenda.	Review of Accessibility Plan discussed on an annual basis and minuted in Summer Term meetings.	JS/LG	Ongoing	Governing Body	Leadership time	Priority met by Summer GB meeting 2022
To ensure that, where possible, the school buildings and grounds are accessible for all children.	Governor Visit to audit accessibility of school buildings and grounds. Suggest actions and implement as budget allows.	Modifications continue to be made to the school building and grounds to improve access.	JS/Governor responsible for SEND	Summer 2022	Governing Body	Dependent on outcome of audit.	No further modifications required at present (Jan 2022). Further reviews to take place as and when required depending on children's needs and/or legislation.

Priority	Action	Success Criteria	By whom	By when	Monitoring	Resources	Annual Review
To continue to train staff to enable them to meet the needs of children with a range of disabilities.	SENDCo to review the needs of children on a termly basis and provide training for staff as needed, including making links with NHS services.	Staff are able to enable all children to access the curriculum and demonstrate a clear understanding of their roles and responsibilities relating to SEND issues.	JS	Ongoing	Governing Body	<p>Extra hours for teaching assistants/part teachers to attend training.</p> <p>Cost of training courses.</p>	<p>SENDCo and relevant staff have received advice from the following agencies to ensure that all children receive the best possible support:</p> <ul style="list-style-type: none"> <li>• Autism Support Services</li> <li>• Vision Impairment Services</li> <li>• Portage</li> <li>• Health visitor</li> <li>• Speech and Language Therapist</li> <li>• Educational Psychologist</li> <li>• Primary Mental Health Nurse</li> <li>• Early Years Inclusion</li> <li>• CYPS</li> </ul>

Priority	Action	Success Criteria	By whom	By when	Monitoring	Resources	Annual Review
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of children and provide equipment as needed, e.g., special pencil grips, writing slopes etc.	Outcomes for children improve.	All staff	Ongoing	Governing Body	Dependent on need.	<p>Following has been purchased to date this financial year:</p> <ul style="list-style-type: none"> <li>• Screens to provide distraction free work spaces.</li> <li>• Light box to support sensory issues.</li> <li>• Sensory light projector</li> <li>• Multi-sensory letters based on advice for the literacy team</li> <li>• Additional writing grips.</li> <li>• Resources to alleviate anxiety/improve concentration.</li> </ul>



Priority	Action	Success Criteria	By whom	By when	Monitoring	Resources	Annual Review
To ensure that all parents/carers and other members of the school community can access information.	Ensure that all parents/carers are aware through newsletters and website that large type formats of any school produced documentation can be made available and that there is an additional telephone service for adults with hearing or speech impairments.	<p>Parents/carers are aware of additional services.</p> <p>Written information provided in alternative formats as necessary.</p> <p>All staff aware of how to use telephone service.</p>	JS	Ongoing	Governing Body		Details on website.