



ACCESSIBILITY PLAN
July 2022

AIMS

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

Increase the participation for pupils with disabilities in the school curriculum:

- this includes the arrangements for the admission of pupils with disabilities
- this includes access to the teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits
- this include any steps taken to prevent pupils with disabilities from being treated less favourably than other pupils

Improve access for pupils with disabilities to the physical environment of school:

- this includes improvements to the physical environment of the school and physical aids to access education
- this includes the facilities provided to help pupils with disabilities to access the school

Improve the availability of accessible information for pupils with disabilities:

- this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events
- the information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable period
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Our school is an inclusive school where every child matters. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

Our school'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 the inclusion team and governors. The plan is available online on the school website, and paper copies are available upon request.

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

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pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

CONTEXTUAL INFORMATION

Broad Oak Primary School has a long and proud history of inclusion for pupils with disabilities, despite, for much of its time having one of the least auspicious physical environments (no school lift for example). Broad Oak has a range of stakeholders represented in the Inclusion team, which has been involved over time in the development of this plan.

Since 2014, the school has benefitted from both remodelling and extension. The new parts of the building have disabled toilets with alarm cords, and there is wheelchair access to all entrances to the front and rear of the school.

To the rear of the school and playground areas there is access for pupils with disabilities to the school field and play areas. Disabled pupils may need support when entering the “Tree House” (bungalow) as there is an upward gradient to reach the bungalow itself.

THE CURRENT RANGE OF DISABILITIES WITHIN BROAD OAK PRIMARY SCHOOL

The school has children with a range of disabilities– including moderate and specific learning difficulties. We have a small number of children who have physical impairments and/or medical conditions. We also have pupils with a range of learning difficulties and communication disorders. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for pupils with disabilities.

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a safe and secure place, which is easily accessible for First Aiders and staff members.

ACTION PLAN

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

INCREASING PARTICIPATION FOR PUPILS WITH DISABILITIES IN THE SCHOOL CURRICULUM

Before children enter school if they are known to have a specific disability, the school SENCO will initiate a meeting with parents and other relevant professionals to plan a successful transition into school. Other professionals may include the school nurse, occupational therapist, physiotherapist, speech and language therapist etc.

School is committed to making any reasonable adjustments to ensure pupils with disabilities can access teaching and learning. Examples of such adjustments are preferential seating, enlarged texts, coloured overlays or increased time to complete tasks.

Improving teaching and learning is central Broad Oak’s school improvement work. Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life and wider curriculum of the school. Consequently, all children can attend age relevant breakfast clubs, after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be a suitable short-term sanction and ensure the safety of other children.

Broad Oak actively seeks the views of key stakeholders in identifying potential barriers for pupils with disabilities. We have One Page Profiles and/or Child Centred Plans produced in partnership with the pupils and parents, which identify how best to support children with their particular additional needs and the steps required to ensure that they are not treated less favourably than any other pupil.

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IMPROVING ACCESS FOR PUPILS WITH DISABILITIES TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

This includes improvements to the physical environment of the school and physical aids to access education. When necessary, school seeks the advice of the school nurse or outreach from specialist teams to produce Individual Health Care Plans, Risk Assessments, Emergency Medical Protocols and Personal Emergency Evacuation Plans. These plans are reviewed on an annual basis with both parents and professionals.

We have a school building that meets the needs of all our current pupils. We have developed a whole school approach of a "Makaton sign of the week." This initiative is to support some of our younger pupils who have very limited verbal communication. We constantly strive to improve the learning environment, currently we are planning to develop more outdoor provision for the "saplings" group.

We have a wide range of equipment and resources suitable for the day-to-day use of children in the age range. Examples of these are weighted lap belts, sloping writing boards, sensory feedback activities and specific motor skills programmes. Provision will be negotiated when the child's specific needs are known. We will constantly keep under review resource provision. The School Improvement Planning Process will be the vehicle for considering such needs on an annual basis.

IMPROVING THE AVAILABILITY OF ACCESSIBLE INFORMATION FOR PUPILS WITH DISABILITIES

School is committed to providing a welcome to parents, pupils and visitors into school to facilitate effective communication.

School signage is strengthened around school with the addition of Makaton symbols.

In planning to make information available to pupils with disabilities, we will need to establish the level of current need and be able to respond swiftly to changes in the range of need. For example, it would be a misuse of finite school resources to commit funding to providing Braille or large print versions of all school materials if there are no children on roll who need such access. Such expensive resources might sit unused, eventually becoming out of date.

However, the school will need to respond in a timely fashion to identify agencies and sources of specialised equipment and materials to be able to make provision whenever it is required. The school's ICT infrastructure will enable us to access a range of materials supportive to needs.

Teachers will always need to be sensitive to presenting materials to children in appropriate medium e.g. increased font size or voice amplification, should that be necessary. This is a core part of a teacher's work to prevent pupils with disabilities from being treated less favourably than other pupils.

CONCLUSION

Broad Oak is a fully inclusive school which provides for all its pupils. The school is well placed to meet the Disability Discrimination Act in its current physical environment. This school works successfully with multi-disciplinary professional teams to deliver the right education for all pupils. Staff training will continue to be a priority in our responsiveness for the future.

MONITORING

Review of the plan will take place every **three** years, but may be reviewed and updated more frequently if necessary. The plan is approved by the governors and Headteacher of Broad Oak Primary School.

LINKS WITH OTHER POLICIES

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

- 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

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