

Broad Oak Primary School



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Accessibility Plan

Policy



Broad Oak Primary School



Accessibility Plan

MISSION STATEMENT

Learning to live, loving to learn.
At Broad Oak we nurture today's minds
for tomorrow's challenges. Working
together we ensure every child has the
potential to shine.

Together we **C**hallenge **A**spire **N**urture

Introduction

At Broad Oak we have high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves to their potential. 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 that we recognise and value uniqueness and success. We recognise learning in all its forms and we are committed to nurturing lifelong learners. We are committed to improving children's confidence and self-esteem.

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

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.

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.

This plan underpins the LA's Strategy for planning to improve access at a local level, by committing the school to a programme of actions, evaluation and review which will improve access to the curriculum for students with special needs and disabilities. This plan operates alongside the school's SEND policy and SEN Information Report and is consistent with it in terms of principles and approaches to resourcing.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas:

- Ensure the curriculum is differentiated to meet the learning needs of students with SEND and that target setting is effective and appropriate for these students. Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEND, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities. These objectives will be reviewed annually by the SENCO.

- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
- Resources will be provided to stakeholders where necessary to enhance their working environment to help deliver the curriculum in a way that supports their disabilities.
- The catering department will be informed of all pupils and staff who have allergies and these will be clearly displayed in the kitchen area. This information will also be made available to all staff, with a record being kept in the office and in the individual class registers.
- Software will be purchased to enhance the learning of specific students when required in order to encourage progress, particularly in literacy and numeracy. Our Computing subject leaders are readily available to support requests to research suitable software.
- To establish a culture of mutual trust and respect between all members of Broad Oak's school community.
- To build a community that respects the celebration of achievement at all levels .

Physical Access

Targets	Strategies	Outcomes	Time frame
To ensure that all pupils have access to the appropriate areas of school.	Review of access for all pupils for Forest den, science garden EYFS outside shed. New path built for easier access from junior playground to the main drive.	Change to outdoor sand pit and paths for science garden and den will allow all pupils to access outdoor learning environment.	Summer 2021
Ensure all pupils and staff can be safely evacuated from all buildings.	New signage/procedures etc. to take account of new pathways. Develop a system to ensure all staff are aware of their responsibilities in relation to able-bodied/disabled pupils.	All staff and pupils will be aware of new fire evacuation procedures. Signage around school (including assembly points/floor plans etc.) will be in place a	Summer 2021
Ensure classroom learning environments are suitable for the needs of the	New blinds within each classroom. Regularly review the lighting in classrooms and shared areas.	Classroom environments will be suitably adapted to the pupils within it. Staff will have regular training on provision for pupils with disabilities and additional needs	Termly reviews of environments

staff & pupils within it.	Ensure that hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children. Seek support from Local Authority HI and VI advisory teachers (where appropriate)		
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Curriculum Access

To ensure that all pupils have access to the full curriculum	Increase staff confidence in meeting the needs of all pupils – regular training from SENCO and external providers. Regular curriculum update training – including appropriate differentiation and provision. Strategies/advice from external agencies to be sought when necessary.	Staff will be confident in delivering the curriculum to the pupils in their class and will meet the needs of all pupils. Advice sought for children with SEND. Strategies shared with staff and training provided as appropriate	Ongoing training as new needs arise
Ensure that resources are available to meet pupil needs.	Curriculum leaders to monitor the needs of the curriculum and suggest suitable ICT for pupils who may require additional provision e.g. enlarged apparatus, headphones etc. Senco to liaise with staff to ensure provision for pupils with SEND have access to appropriate resources e.g. ear defenders, overlays, slopes etc.	Pupils will have access to resources and equipment which enable them to access the curriculum and reach their potential.	Termly reviews by Subject leaders.
All educational	Ensure each new venue/activity is vetted	All pupils will be able to take part in school	Ongoing according

visits and activities to be accessible to all.	for appropriateness. The school EVC to support staff with meeting access needs on trips. Risk assessments to be carried out as appropriate to the activity/visit/trip etc.	events/activities and trips. Appropriate provision and support will be in place where required.	to school calendar.
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Information Access

Ensure that parents, carers pupils & other stakeholders have full access to information about the school, the curriculum and their child(ren).	Review information to parents/carers to ensure it is accessible. Make alternative formats available where required. Make alternative arrangements for communicating with hearing impaired/vision impaired families e.g. translators, texting service et	All stakeholders can access the information they need in a suitable format.	Ongoing termly
Provide information in other languages for pupils or prospective pupils (where appropriate)	Access to translators, sign language interpreters to be considered and offered if possible.	All families have access to appropriate information.	Termly review of school needs