

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 SENDCO.

- Manage and improve the physical environment of the school buildings and grounds to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- 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 of all .

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.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. 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.

Planning Duty 1-Curriculum

	Targets	strategies	Who	Outcome	When
Short term	Inclusive access to a full, broad curriculum for all.	Audit of the curriculum Increase staff confidence in meeting the needs of all pupils – regular training from SENDCO and external providers. Regular curriculum update training – including appropriate differentiation and provision. Strategies/advice from external agencies to be sought when necessary.	Headteacher, teachers, SENDCO/DHT	SENDCO evaluated the current curriculum for pupils with complex needs Implemented new bespoke curriculum for identified pupils	Ongoing
	Staff subject knowledge and expertise relating to SEND	INSET provided to staff members Training for teachers on adapting the curriculum and writing ILPs Early Years – Communication and Language PDA	Headteacher, external advisors, SENDCO/DH	Staff members have the skills to support pupils with SEND. All teachers are teachers of SEND.	Ongoing
Medium term targets	Inclusive access to enrichments – i.e. school	Needs of pupils with SEND are incorporated into the planning	Teachers, SENDCO/DHT	Planning of school trips, enrichments and	Ongoing

	trips, etc.	process.		responsibilities take into account the needs of pupils with SEND. Pupils with SEND are represented across the school.	
	Pupils with social and emotional difficulties are supported to develop key skills during play time/ lunch time.	Intervention sessions and play activities to develop social skills	Teachers, SENDCO/DHT	Support is in place to enable all pupils to develop vital social skills and friendships.	Ongoing
Long Term	Overcoming barriers to learning	Provide resources (tablets, laptops, writing tools, sensory equipment), specialist equipment and other adjustments for pupils with SEND	Headteacher, SENDCO/DHT	Pupils with SEND can access lessons.	Ongoing
	Promoting spiritual, moral, social and cultural development for all pupils	Curriculum to be evaluated and devised with particular reference to issues of equality and diversity.	Headteacher, SENDCO/DHT	Curriculum will contain content that covers issues relating to equality and diversity.	Ongoing

Planning Duty 2-Physical Environment

	Targets	strategies	Who	Outcomes	Time Frame
Short term targets	All pupils have accessibility of the school's physical environment.	Review of access for all pupils for Forest den, science garden EYFS outside shed. Audit of Physical environment	Governors, Premises Manager, Headteacher	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Ongoing
	Ensure classroom learning environments are suitable for the needs of the staff & pupils within it.	Regularly review the lighting in classrooms and shared areas. 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)	Governors, Premises Manager, Headteacher	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	Ongoing
Medium Term Targets	Transition to new classrooms each academic	During transition phase, ensure that an environmental	Headteacher/ SENDCO	Learning environment is accessible to all pupils	Ongoing

	year	audit is carried out to access any physical improvements which need to be made to the classroom.			
	Access to toilets and changing facilities	Handrails installed	Headteacher, SENDCO	Access to toilets and changing facilities is increased	Ongoing
Long Term Targets	Access to school building for children with physical disabilities	Audit of physical environment	Headteacher, Premises manager, Building Contractors	School buildings are fully accessible	Ong

Planning Duty 3 - Information

	Targets	Strategies	Who	Outcomes	When
Short Term Targets	Accessibility of school information	Audit of information and delivery procedures Provide information in other languages for pupils or prospective pupils (where appropriate) . Make alternative arrangements	SENCO, ICT technician	School is aware of accessibility gaps to its information delivery procedures	Ongoing

		for communicating with hearing impaired/vision impaired families e.g. translators, texting service etc.			
	Making written information accessible to all	Schools seeks advice from external advisors	SENCO	School is aware of local services for converting written information into alternative formats	Ongoing
Medium Term Targets	Accessibility of written information for pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when backing boards and considering the learning environment.	SENCO/DHT Key stage leaders	Written information is fully accessible to children with visual impairments	Ongoing
	Access to school website for all pupils	Audit of website – changing website to be compliant	Computing leader, Headteacher SENDCO/DHT	Website is fully accessible	Autumn 26