Broomley and Whittonstall First Schools

Accessibility Plan

2023-2024

Executive Head Teacher: Katie Jacobs

Named personnel with designated responsibility		
Academic Year	**Lead**	**Nominated Local Governor**
2023-24	Gemma Ridley	

Policy review dates			
Review Due	**Changes made**	**By whom**	**Date shared**
April 2027			

Accessibility Plan 2023 - 2027

Introduction

The purpose of this plan is to show how Broomley First School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents / carers and visitors

Legal Background

This accessibility plan is draw 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.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act

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 these are also published on the school website.

Objectives

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 any other pupils; (If a school fails to do this they are in breach of their duties under the Equality 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

Improve the delivery of information to pupils, staff, parents and visitors with disabilities; examples might include timetables, textbooks and information about

the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
Contextual Information / Access Audit
Broomley is an old Victorian building, which has been extended over time. Access to the reception of the school is via stairs, school are actively working on a solution to support access to the front of the building. There is an accessible door into the EYFS provision, a second accessible door is located to the rear of the school building and leads from the school playground into the school hall. Year 1 and 2 classrooms are also accessible via a ramp from the school playground. In the main school corridor Broomley has a fully accessible toilet and washroom including handrails and emergency pullcord. The main corridor also has a stair lift to allow access to the school playground via the door. Classrooms and hallways remain uncluttered to allow for movement around school. The school has internal emergency signage and escape route are clearly marked.
Current disabilities
The school support pupils with a wide range of disabilities, which include, moderate and specific learning difficulties, communication difficulties, SEMH and Sensory and physical disabilities.
Priorities for the Accessibility plan identified by
Head teacher SENDCo SEND Governor We welcome and will consider any suggestions and practical improvements that are suggested to us by disable service users and their families and carry out our audits involving all stakeholders.

Increasing access, the curriculum for disabled pupils

At Broomley First School adaptive teaching is a key priority for the school. Through self-review and ongoing Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote high quality teaching and learning for all children.

Target	Strategy	Timescale and responsibilities	Success criteria
Ensure that all staff are aware of the needs of all pupils with SEND, medical need or disability	Maintain paperwork and share information with other agencies involved with the child.	SENDCO *Ongoing*	Information sharing supports staff to create inclusive environment for all pupils with SEND.
Ensure that all staff have access to appropriate training and an awareness of the range of services available to support children and young people.	Ensure that staff are aware of services open to school and families, through regular training and SEND updates. Have a clear referral route to services to support pupils and their families.	Headteacher SENDCO All staff *Ongoing*	Improved access to prompt specialist support for pupils and their families.
Ensure that all children with SEND or medical conditions are well supported within school, so that they can access the whole curriculum	Staff are familiar with and follow the schools current policy for managing medical conditions in school.	Headteacher SENDCO All staff	The principles of the guidance are evident in practice. Family-school contact ensures that school addresses SEND and medical needs and applies for funding to ensure medical support on site.

			School seeks further advice and guidance from external agencies to support SEND pupils or those with medical conditions during off site visit and extracurricular activities.
Emotional health barriers are addressed by all staff to develop strategies to support emotional and social development. Specific interventions are available to those who need them.	Emotional dysregulation can be addressed promptly and children's emotional health needs addressed. Appropriate referrals made Staff receive regular training to enhance their roles.	SENDCO School support staff	Pupils feel safe, secure and are able to access support to deal with emotional challenges that might impede learning
Every pupil has access to ordinarily available provision including equipment or resources to aid and scaffold their learning and support their progress.	All classrooms follow the graduated approach model and alter their provision to cater for all learners in their class (visual timelines, , clear daily organisation, careful positioning of pupils to support specific needs etc) Staff use a 6 part lesson model and scaffold where necessary.	SENDCO All staff	All children are able to achieve through the graduated approach, quality first teaching and specialised equipment where needed. .

	Staff follow advice from SENDCO and external advisors on appropriate equipment and resources needed. Teaching staff work in partnership with parents/carers with regular meetings and updates.		

Improving access to the Physical Environment of the school

At Broomley First school pupils have opportunities to learn both inside the classroom and using outdoor space. To ensure it is possible for all of our learners to fully experience our curriculum offer and develop full independence it remains a priority to continue to improve the physical environment of the school to increase the opportunities for disabled users and visitors to take advantage of the facilities we have, both indoors and outdoors. We work closely with external advisors to make the necessary adaptations for any children with disabilities who attend school. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis

Target	Strategy	Timescale and responsibilities	Success Criteria
To allow all stakeholders access to the building with minimal disruption and inconvenience	Develop accessibility of the front of the school by installing signs to allow visitors to gain support. Install intercom to front office to allow visitors to be supported when gaining entry to the school.	Signage Autumn 2023 Alternative methods Aug 2027	Main office is accessible to all pupils and parents

To meet the physical, sensory, behavioural and emotional needs of each pupil.	Ensure that individual learning plans are developed, and a graduated response is communicated to all professional supporting the child.	Reviewed annually or as disability is diagnosed	Adaptations are in place in anticipation of a pupil's arrival (if school are aware of the disability) Every pupil makes the best progress possible in the environment
Work with the SEND Teams, including the wellbeing and behaviour team, alongside other professionals to ensure school provides a purposeful learning environment in which pupils feel safe and are ready to learn	Positive behaviour strategies implemented in all environments across the school. Staff trained in positive handling techniques	All staff	Staff and pupils are aware of behavioural triggers and are able to find soloutions and strategies to support all pupils.
Work with extremal advisors to ensure the care needs of all pupils are managed sensitively	Pupil, parents and advisors develop positive relationships with school allowing school to support the needs of the pupil. Regular CPD for all staff. Regular review of all policies and procedures	All staff	Pupils feel comfortable and trust staff to support them with their care needs.

Improving the delivery of written information to disabled pupils

Broomley First School aims to ensure that written information, provided by the school, is accessible to all pupils and parents. Examples include newsletters, school correspondence, homework, display. The information takes account of pupils' and parents' preferred format of information and will be made available within a reasonable time frame. The school will continue to develop an awareness of agencies and sources of materials to make information more accessible.

Target	**Strategy**	**Timescale and responsibilities**	**Success Criteria**
Alternative formats are used to present written materials when requested or when likely to make the curriculum more accessible.	The school will continue to develop an awareness of standard and services to support accessibility of written materials e.g. coloured overlays, screen background etc	SENDCO All staff	Staff will be aware of how to adapt resources into different formats and seek support from external agencies.
Follow advice from professionals ensuring best practice when printing documentation	Adjustments are made as appropriate	SENDCO All Staff	Staff apply taught strategies and guidance.
Alternative texts are used to support pupils when required	All pupils have access to high quality reading texts	SENDCO All staff Ongoing	All pupils have equal access to core texts within school

Appendix 1:

Making printed information accessible.
Resources and guidance:

Accessible Communication Formats (Government guidance)

Creating accessible documents factsheet (Abilitynet)

Abilities and assistive technology (UK Association for Accessible Formats)

The Sensory Trust information sheet on clear and large print

Am I making myself clear? (Mencap's guidelines for accessible writing)

Dyslexia Style Guide (British Dyslexia Association)

Communication friendly environments (from the Communication Trust)

Custom eyes Schools and individuals can join the scheme which can make (at RRP) large print tailor made books which include:

- picture books
- fiction
- non-fiction
- Oxford Reading Tree
- GCSE and A Level English texts and textbooks ● revision guides for Key Stages 2, 3 and 4

Appendix 2

Consultation with pupils about accessibility in school.

What helps us to learn and be happy in school?

What is the perfect start to a day if we want you to feel good about learning?

Think about days you feel you learn best, what are they like?

Are there things that school has or does that help you to learn better?

Does your classroom environment help you to learn?

What is not so helpful in the classroom and what makes things difficult?

What could make things easier?

Are there any times of the day, or things that happen in school that worry you?

Appendix 3

Questions to Support Accessibility Plan

Identifying Barriers to Access – Curriculum

Are teachers and support staff receiving training to teach and support disabled pupils?

Are classrooms optimally organised for disabled pupils?

Do lessons provide opportunities for all pupils to achieve?

Are lessons responsive to pupil diversity?

Do lessons involve work to be done by individuals, pairs, groups and the whole class?

Are all pupils encouraged to take part in music, drama and physical activities?

Do staff recognise and allow for the mental effort expended by able and disabled pupils, for example using lip reading?

Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?

Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?

Is there access to appropriate computer technology for pupils with disabilities?

Are school visits made accessible to all pupils irrespective of attainment or impairment?

Are there high expectations of all pupils?

Do staff seek to remove all barriers to learning and participation?

Appendix 4

Identifying Barriers to Access – Premises

Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?

Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?

Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?

Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?

Are non-visual guides used, to assist people to use buildings, i.e. lifts with tactile buttons?

Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?

Are areas to which pupils should have access well lit?

Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy?

Is there consideration to sensory issues in use of backing paper and display formats? equipment?

Is furniture and equipment selected, adjusted and located appropriately?

Is the equipment in the disabled toilet properly installed and accessible?

Appendix 5

Identifying Barriers to Access – Personnel, Governors and Parents/ Carers

Are teachers, administration and support staff aware of the implications for them of the Disability Discrimination Act?

Does the school provide information in simple language, symbols, large print, an audio tape or in Braille for the families of pupils and prospective pupils who may have difficulty with printed information?

Does the school ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud and explaining diagrams?

Does the school have facilities such as ICT to produce written information in different formats?

Are staff familiar with technology and practices developed to assist people with disabilities?

Are pre-school home visits used effectively to plan ahead for pupils with disability?

Do staff have access to training?

Do policies reflect the school's aim?