


Accessibility plan

Approved by Governors	23 February 2021
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Signed (Chair of Governors)	

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1. Aims

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

- Ensure that all children, including those who have SEND, medical or physical needs are able to access and participate in a full, inclusive curriculum
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community
- Ensure the physical environment of the school is suitable so that pupils with a disability, medical condition or other access needs can access education and associated services

Broxbourne CE Primary 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.

Broxbourne CE Primary School Vision and Values, the policies on Equality, SEND and Inclusion have guided the preparation of the Accessibility Plan.

The plan will be made available online on the school website, and paper copies are available upon request.

Broxbourne CE Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Broxbourne CE Primary School's complaints procedure covers the accessibility plan.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff, governors and pupils, including the Kingfisher Council representatives.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

➤ **Aim 1:** To ensure that all children, including those who have SEND, medical or physical needs are able to access and participate in a full, inclusive curriculum

Our key objective is to reduce and eliminate any barriers to accessing the curriculum and to ensure full participation in the school community for pupils and prospective pupils, with a disability, medical condition or other access needs including SEND. Provision may include: Liaison with specialists; CPD for staff; a differentiated curriculum; specialist resources to support learning and access to the curriculum; a range of support staff including trained teaching assistants; specialised timetables and access arrangements in place for statutory testing.

Current good practice: Our school offers a differentiated curriculum for all pupils. Some children have individual timetables which include participation in whole class teaching; some individual or small group activities with a LSA and opportunities to undertake specialist-directed activities (e.g. SALT or motor skills work). These are usually created in line with a child's EHCP although there may be times that these timetables are put into place for a child without an EHCP.

We use resources tailored to the needs of pupils who require support to access the curriculum such as texts with large print/coloured pages/dyslexia-friendly fonts; tactile resources; curves writing pens/pen grips; supportive cushions etc. Curriculum resources represent diverse people, cultures and experiences including examples of people with disabilities; illnesses and additional needs.

Curriculum progress is tracked for all pupils, including those with a disability; targets are set for all children effectively and are appropriate for pupils with additional needs.

The curriculum is regularly reviewed to ensure it meets the needs of all pupils. Staff are aware of the needs of their classes and the school community and are considerate of these.

Examples:

Close liaison with education or medical specialists in order to provide personalised curriculum; activities or support.

Attachment training; Epipen training; Autism training.

Marking Down Syndrome Day.

Staff Makaton training (including for wrap-around care).

Home readers reference diverse people, cultures and experiences (e.g My Friend Jenny about a girl with Sickle Cell/Ade Adepitan biography celebrating Paralympic success)

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To liaise with pre-school	Identify pupils who may need adapted or	May-July	Admissions Lead	Pupils needs will be met by adapted/amended

providers to prepare for the new intake of pupils into Foundation each year	amended provision		EYFS Lead SENCo	provision
To liaise with educational establishments to prepare for the intake of new pupils who transfer within year	Identify pupils who may need adapted or amended provision	On-going	Admissions Lead Teachers SENCo	Pupils needs will be met by adapted/amended provision
To liaise with secondary schools to prepare for a smooth transition of pupils with disabilities	Identify pupils who may need adapted or amended provision	May-July	Teachers SENCo	Pupils needs will be met by adapted/amended provision
To ensure that as policies are reviewed, they reflect inclusive practice and procedure	When reviewing policy, ensure compliance with the Equalities Act 2010	On-going	HT Governors	All policies reflect inclusive practice and procedure
To establish and maintain close liaison with parents	To promote partnership working and information sharing	On-going	Teachers SENCo/SLT	Collaborative working approaches are fostered through regular meetings, risk assessment reviews, provision reviews and action planning
To establish and maintain close liaison with outside agencies for pupils with additional needs	To promote partnership working and information sharing to meet children's needs	On-going	SENCo/SLT	Collaborative working approaches are fostered through regular meetings, risk assessment reviews, provision reviews and action planning
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision	Complete personalised risk assessments and access plans for individual children when needed. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	On-going	SENCo/SLT	Pupils participate as fully as possible in the wider curriculum. Evidence that appropriate considerations and reasonable adjustments have been made

Aim 2: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

We wish to ensure that all members of the school community feel welcome, supported and included. We aim for clear, coherent communication that is accessible for all.

Current good practice: Our school uses a range of communication methods to ensure information is accessible. This includes: the School Comms app; emails; telephone messages and conversations; the school website; letters; Google Classroom; Google Meets (including a captioning facility); Tapestry; translators funded by school; internal/external signage; display boards; large print resources; colour print resources; coloured overlays; Makaton; Communicating In Print; pictorial or symbolic representations.

The use of Google Classroom and Tapestry to share information with children has been successful and has allowed for quick, effective communication, especially during school closure periods.

Examples:

Providing sign language interpreter for school productions and class assemblies.

Recording some information as videos or making individual phone calls to help with access for parents with language difficulties.

Google translate button on school website so visitors can read information in another language.

Use of Google classroom and Tapestry

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing	On-going	Admin Team SENCo/SLT Teachers	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	On-going	Admin Team SLT/SENCo	Families feel included. Evidence, such as governor minutes/examples, that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education

Aim 3: To ensure the physical environment of the school is suitable so that pupils with a disability, medical condition or other access needs or who have parents with these needs can access education and associated services.

It is our intention that any child, regardless of need, should be able to access and fully participate in education within our school. To do this, we will make reasonable adjustments to the physical environment in order to best meet their needs. Some aspects are already in place; others can and would be implemented were they to be necessary in order to meet a child's need.

Current good practice: The environment is adapted to the needs of pupils and families as required presently: This includes: disabled parking bay; disabled toilets; sensory toys; size-appropriate furniture; reception area is at wheelchair-accessible height; library shelves at wheelchair-accessible height; single story building without internal stairs.

Example:

Specifically created learning stations for individual children based on individual needs.

Relocating Parents' evening appointments to more easily accessible spaces at a separate time for a wheelchair user.

Permission granted to drive to school for parents/carers with mobility restrictions.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
Consider accessibility when improving the physical school environment	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	On-going	SLT/Governors	The environment is accessible and calming as well as appropriately stimulating Evidence, such as governor minutes, demonstrate that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Liaise with external agencies, identifying training needs and implementing training where needed. Create personalised risk assessments and access plans for individual pupils. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	On-going	SENCo/SLT	Inclusive practice is understood by all stakeholders. All pupils feel included. Safe evacuation in an emergency.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

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

- Health and safety policy
- Equality policy
- Special educational needs and disabilities (SEND) policy
- Supporting pupils with medical conditions policy