



# ACCESSIBILITY PLAN 2024 - 2027



## **Section 1: Requirement under the Equality Act 2010 for schools to have an accessibility plan**

1.1. Broomfield Primary School has a duty to carry accessibility planning for disabled pupils, as set out under the Disability Discrimination Act. This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

1.2. This accessibility plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the Local Advisory Board will improve equality of opportunity for disabled people.

1.3. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had 3 key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

## **2. The Purpose of the Plan.**

2.1. The purpose of the plan is for the Local Advisory Board of Broomfield Primary School to set out its proposals to increase access to education for disabled pupils in the 3 areas required by the planning duties of the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.



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## 3. Definition of disability according to the Equality Act 2010

3.1. The Equality Act 2010 defines disability as when a 'person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

## 4. School values

4.1. At Broomfield Primary School we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. This is reflected in our school aims and values.

## 5. How the plan links to other documentation and policies:

5.1. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Teaching and Learning Policy & Disability Equality Scheme & Objectives (required from April 2012)
- Special Educational Needs Policy
- Equal Opportunities Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Management Policy
- Vision Statement and Aims

## 6. How the plan will be shared

The plan will be published on the school website where it will be accessible to pupils, parents, staff and other stakeholders. Each year as part of teacher training days, staff will revisit the objectives of the accessibility plan.



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## **7. Internal and external monitoring procedure**

7.1. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the 3-year period ahead of the next review date. This plan will be updated in December 2026.

## **8. The plan's focus on the physical environment, curriculum, and written information**

8.1. The Broomfield School Accessibility Plan considers how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

1. Increasing access for disabled pupils to the school curriculum - Improving teaching and learning lies at the heart of the school's world. Through self-review and Continuous Professional Development (CPD), 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 by providing high quality teaching. It is a core value of the school that all children are enabled to participate fully in the broader school life. Consequently, all children have been encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits.
2. Improving access to the physical environment of the school - we will consider the needs of all pupils when ensuring accessibility to the all classrooms. Provision for new pupils or those who develop a specific need, will be developed in consultation with parents and external agencies, where necessary. We currently have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.
3. Improving the delivery of written information to disabled pupils - This will include planning to make written information that is normally provided by the school to its pupils available for visually impaired/dyslexic children. Examples might include handouts, reading books



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and information about school events. The information should take account of pupils and parents with disabilities and their preferred formats and should be made available within a reasonable timeframe. In planning to make written information available for disabled pupils we again need to establish the current level of need and be responsive to changes in needs. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

## 9. Training

9.1. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

## 10. Current Range of Known Disabilities and Provision

10.1. The school is built on one level. All entrances are accessible and there is a ramp leading into the old ICT suite from outside. The main front entrance and rear entrance are both fully accessible. Exits from classrooms have a small drop. Once inside the school - all areas are fully accessible and there are accessible exits too.

10.2. For children with higher level needs we carry out a yearly risk assessment on the classrooms Broomfield Primary School to make sure they meet that child's needs e.g. doors or high handles on classrooms where children may be a 'flight risk'.

10.3. Learning Support Staff/SLT provide extra support for pupils with a high level of need at playtime/lunch times.

10.4. When a pupils' disability might prevent access to the curriculum we seek to modify our approach to the curriculum or alter our physical arrangements by making reasonable adjustments. Practical examples of how we achieve this include:

- Providing pupils with physical disabilities with appropriately adapted or different activities in PE
- Providing opportunities for individual additional support
- Provision of assistive technology -
- Use of symbols and sign language - Makaton, PECS, Widget



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- Providing additional equipment in conjunction with external agencies i.e. Visualiser for a pupil with Visual Impairment, lowering the ceiling and installing a sound system for a child with a Hearing Impairment.
- Reorganising the classroom layout to improve pupil movement and access.

## **11. Supporting partnerships to help develop and implement the plan, for example with the local authority, trust or federations**

## **12. Complaints procedures**

12.1. Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or Mrs Moreton, the SENCo. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with Head Teacher who will either contact you by telephone or arrange a meeting. If necessary, the parents may use the Trusts Complaints Policy to help resolve concerns.

## **Inclusion Statement of the National Curriculum**

### **4. Inclusion Setting suitable challenges**

4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.2 Teachers should take account of their duties under equal opportunities legislation that covers disability, race, religion or belief, sex and sexual orientation.

4.3 A wide range of pupils have special educational needs or disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice will include advice on approaches to identification of need which can support this.



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A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice will outline what needs to be done for them.

4.4 With the right teaching, that recognises their individual needs, many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.



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<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the curriculum for pupils with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils	A pre-formal, semi-formal and formal curriculum model is being implemented to ensure pupils continue to make excellent progress towards challenging objectives	Ensure the effectiveness of the curriculum models. Update the policies and procedures to ensure curriculum is accessible to all learners	Subject leaders	August 2027
Improve and maintain access to the physical environment	All new windows and doors across the school provide good access.	There are no access issues but egress from fire exits has a slight step.	Ensure staff are aware of duties when exiting classroom and support is available to all.	Headteacher	On-going
Children have access to appropriate IT facilities	Pupils who find sustained handwriting hard have access to laptops/ipads for work.	Ensure digital platforms are available.	Maintain and update IT provision so ready and available for use.	Computing Subject Lead	On-going



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Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Entrance/exit areas kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site supervisors	Ongoing
Corridor access	Corridors are wide with to allow accessible access.	Ensure pupil equipment does not block corridor	Headteacher	Ongoing
Parking bays	Disabled parking bays marked	None required	Site supervisors	Ongoing
Entrances	Enclosed lobby with flat entrance	None required	Headteacher	Ongoing
Toilets	There are disabled access toilets and alarms	Ensure service every 6 months	Site supervisors	Ongoing
Reception area	Accessible to wheelchair users	None required	Headteacher	Ongoing
Internal signage	Large signs in place	None required	Headteacher	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	Site supervisors	Ongoing



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## How we adapt the curriculum and learning environment for our children and those with SEND at Broomfield

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We adapt the curriculum and learning environment for pupils with SEND:

Broomfield Primary School has a range of approaches to supporting children with SEND. All children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Scaffolds and modelling is provided to enable all children to achieve the learning objective and gain knowledge. Where children need additional support they will receive additional support and intervention in order to meet their needs.

Some of the children in the school will require an Individual Learning Plan and additional or different provision. This will be put in place in discussion with parents/carers and where appropriate the child. This may mean additional work with a child on a small group or 1:1 basis to carry out specific interventions to support a child to meet their individual targets.

The SENCO works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

To ensure all children are able to access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- Support pupils to achieve their full potential despite any difficulty or disability they may have.
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- Provide opportunities for pupils to develop confidence, self-esteem and resilience.
- Work in partnership with parents/carers, pupils and external agencies to cater for children's special educational needs and disabilities.
- Make provision for children with SEND to fully develop their abilities, interests and talents.
- Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- Ensure all children with SEND are fully included in all aspects of school life.
- Regularly review policy and practice in order to achieve the best outcomes for all our pupils



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## Curriculum adaptations

All of the following adaptations should be considered additional to the high quality first teaching, which should be in place for all lessons:

Cognition and Learning		Communication and interaction	
Barriers	Provision	Barriers	Provision
Information may not be understood or retained	<ul style="list-style-type: none"> <li>• Use the working walls and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons. How do lessons link together to develop their knowledge.</li> <li>• Use symbols, images or objects to make it more accessible.</li> <li>• Prepare the children prior to the lesson with a pre-teach introducing key knowledge/vocabulary</li> <li>• Step by step reminders of a process</li> <li>• Give an individual instruction/recap following the main teach activity</li> <li>• Recap of prior learning to the topic/lesson</li> </ul>	Understanding and using subject vocabulary	<ul style="list-style-type: none"> <li>• Recognise that subject specific language may be challenging for many children.</li> <li>• Pre-teach key vocabulary, then ensure multiple and regular exposure to these words including referring to knowledge organisers where used and make them clearly visual in the classroom environment.</li> <li>• Provide flashcards with key vocabulary</li> <li>• Topic mats with visual clues</li> <li>• Use of Widget to support vocabulary and sentence construction.</li> <li>• Repetition of key vocabulary and what it means</li> <li>• Check children's understanding by inviting them to reformulate explanations in their own words or in other ways.</li> <li>• Give children time to think about answering questions</li> </ul>



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<p>Memory/consolidation skills</p>	<ul style="list-style-type: none"> <li>• A visual framework/model/scaffold can also be used as a consistent guide for planning .</li> <li>• Consolidation of prior learning via intervention.</li> </ul>	<p>Participation in subjects/lessons which are mainly discussion based</p>	<ul style="list-style-type: none"> <li>• Scaffolded sentence starters, 'I think that...', 'So basically'...</li> <li>• Additional thinking time after posing a question</li> <li>• No opt out, cold calling and use of think, pair, share.</li> <li>• Mixed learning pairs</li> </ul>
<p><b>Physical and/or Sensory</b></p>		<p><b>Social, emotional and Mental Health</b></p>	
<p><b>Barriers</b></p>	<p><b>Provision</b></p>	<p><b>Barriers</b></p>	<p><b>Provision</b></p>
<p>Difficulties impacting eyesight, hearing, movement, touch etc.</p>	<ul style="list-style-type: none"> <li>• Pre-teach showing/experiencing anything that may have sensory implications</li> <li>• Ask for specialist advice on equipment for children with particular SEND e.g. tactile ridges on measuring glassware for children with a visual impairment.</li> <li>• Ensure staff can be heard and seen</li> <li>• Ear defenders used if noise level difficult</li> </ul>	<p>Anxiety</p>	<ul style="list-style-type: none"> <li>• Consistency of approach reduces children's anxiety - it allows children to predict what will happen. Provide an overview of the lesson elements so the children knows what is coming, pre-teach the child some of the elements of the lesson etc.</li> <li>• Consider carefully the groupings – prepare the children by ensuring they are aware of the group they will be working in.</li> <li>• Visual timetable</li> <li>• Encourage use of growth mindset model</li> <li>• Timed warnings of activities</li> <li>• Now and next prompts</li> <li>• Clear expectations</li> <li>• Use of social stories</li> </ul>



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			<ul style="list-style-type: none"> <li>• Calm corners</li> </ul>
Sensory processing difficulties or overload during interactive lessons	<ul style="list-style-type: none"> <li>• Use of sensory aids as part of usual provision eg gloves, audio/visual support</li> <li>• Be aware of individual needs</li> <li>• Advance preparation of any sensory stimuli</li> <li>• Use of wobble cushion and writing slants.</li> <li>• Text to talk software</li> <li>• Special pen grips</li> <li>• Use of IT to support writing.</li> </ul>	Participation in practical work	<ul style="list-style-type: none"> <li>• You may need to specifically teach the skills of cooperation and interaction for practical work.</li> </ul>
		Difficulty regulating in less structured lessons	<ul style="list-style-type: none"> <li>• Time out/breaks to reset</li> <li>• Use of fidget aids, wobble cushions, peanut balls and trampoline</li> <li>• Visual cards for child to use if overwhelmed</li> <li>• Opportunities to share work in quieter ways/areas</li> </ul>

## Subject specific adaptations

<b>Science</b> <ul style="list-style-type: none"> <li>• Accessibility of science demonstrations – ensure clearly laid out with a clear view.</li> <li>• Use of mnemonics to remember the order of things.</li> <li>• Visual planning guide for experiments</li> <li>• Use of real objects as starting points for concepts.</li> <li>• Use of coloured water.</li> </ul>	<b>History &amp; Geography</b> <ul style="list-style-type: none"> <li>• Use of visual and audio sources.</li> <li>• Visual timelines with known points in history from prior learning.</li> <li>• Liaison with parents over any topics which may trigger an emotional response.</li> <li>• Use of artefacts</li> <li>• Enlarged pictures of texts or pictures.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Pre-teach any area that have sensory implications e.g. handling materials.</li> </ul>		
<b>PSHE &amp; RE</b>	<ul style="list-style-type: none"> <li>• Ensure appropriate body parts are used early on so they become embedded.</li> <li>• Support with social stories.</li> <li>• Discussion with parents in advance of any topics which may link to a child’s background.</li> <li>• Visual representations of emotions.</li> <li>• Emotion fans or cards.</li> </ul>	<b>Art &amp; DT</b>	<ul style="list-style-type: none"> <li>• Step by step reminders of key processes using visual reminders.</li> <li>• Use of alternative less messy equipment such as theraputty or play dough.</li> <li>• Provide adapted resources such as pencil grips, larger pencils, paintbrushes and spring loaded scissors.</li> <li>• Ensure children are near the adult so they can see/hear demonstrations.</li> <li>• Allow more time for the use of tools and equipment.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Sequences of instruction are supported with visuals and demonstration.</li> <li>• Ensure teacher can be seen and heard.</li> <li>• Further adaptations made in accordance with a care plan. E.g. no climbing above head height if epileptic.</li> <li>• Adaptions to equipment, use of sponge/foam balls etc.</li> <li>• Timed warnings of transitions.</li> </ul>	<b>Music</b>	<ul style="list-style-type: none"> <li>• Support with colour coded notes or providing written letter to assist with music reading.</li> <li>• Ear defenders if noisy.</li> <li>• Warning of loud noises such as cymbals clashing.</li> <li>• Use of technological music solutions to overcome physical barriers.</li> <li>• Use recordings of work rather than explaining it.</li> </ul>
<b>MfL</b>	<ul style="list-style-type: none"> <li>• Use visuals to represent masculine and feminine verbs in French.</li> </ul>	<b>Computing</b>	<ul style="list-style-type: none"> <li>• Use of step by step instructions</li> <li>• Consider use of size, font, colour and background colours.</li> </ul>



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	<ul style="list-style-type: none"><li>• Oral rehearsal time with a peer before saying out loud.</li><li>• Practical role play may be challenging. E.g shaking hands</li><li>• Recording using alternative methods.</li><li>• Embed vocabulary through rhyme, chats and songs.</li></ul>		<ul style="list-style-type: none"><li>• Use of QR codes to scan.</li><li>• Text to speech software</li></ul>
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