



# Accessibility Plan

# Broadway Junior School

# 2022-2025

Review Date: July 2025

**Next Review: July 2025 or sooner if changes, local or national policy legislation**

**Approval Governors: October 2019**

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

## **Aims**

Our 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. At Broadway Junior School our children are provided with high quality learning opportunities so that each child attains and achieves their full potential. Our values reflect our commitment to a school where there are high expectations of everyone. We work hard to ensure that every member of our school community is valued. We are committed to providing a safe environment where children's confidence and self-esteem thrive.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan.

If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. This plan is compliant with current legislation and the Equality Act 2010. School governors are accountable for ensuring the implementation,

review and reporting of progress of the plan over the 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 a pupil because of sex, race, disability, religion or belief and sexual orientation'.

According to the Equality Act 2010 a person has a disability if:

- (1) He or she has a physical or mental impairment, and
- (2) The impairment has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Broadway Junior School is committed to providing an environment that enables full curriculum access that values and includes all children, staff and visitors, regardless of their sensory, social, physical, cultural and emotional needs.

We take positive action in developing a culture of inclusion, support and awareness of the Equality Act 2010 within our school. At Broadway Junior School we recognise and value the knowledge of parents and carers regarding their child's disability and/or needs and respect a family's right to confidentiality. The school Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within given timeframes, anticipating the need to make reasonable adjustments to accommodate needs where possible.

It is a requirement that the schools' Accessibility Plan is resources, implemented and revised as necessary and reported on an annual basis. The priorities within the plan were identified by:

- The Governing Body
- Headteacher
- SENDCo
- Senior Leadership Team
- School Business Manager
- Site Supervisor
- 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

## Broadway Junior School - Accessibility Plan

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

### Accessibility Plan

### Broadway Junior School

Priority	Action Required	Resources	Person Responsible	Success Criteria
<b>Continue to update information on pupils who have a disability</b>	Ensure yearly new pupils intake includes review of disability needs.	SENDCo meet with Class teachers, appropriate SENDCo and parents.	SENDCo	The school has a register of pupils with a disability including appropriate information.
<b>Increase access to the curriculum for pupils with a disability</b>	Regular updates to ensure pupils with disability are supported e.g. visual impairment training  Subject leaders responsible for adapting curriculum to meet individual needs for pupils with a disability.  Staff and Pupil ASD awareness training  Staff and Pupil deaf Awareness Training	SENDCo and Subject leader meeting	SENDCo and Subject leader	Increase awareness of specific disabilities and adaptations required.  Increased communication and knowledge sharing amongst staff and parents.  Increased awareness of ASD and associated behaviours amongst staff and pupils. Increased awareness of Hearing Impairment and associated needs amongst staff and pupils

	Working with external partners to ensure appropriate adaptations are in place for pupils with disabilities.			Children with disabilities can access all activities.
<b>Improve and maintain access to the physical environment</b>	The school is accessible on one level. Disabled toilet facilities are purpose built Access points are designed to meet the needs of all learners	Review access for children with ASD so that access encourages a positive start to the day and impacts on learning		Headteacher to ensure the school and its grounds remains accessible to all users
<b>Improve the delivery of communication to pupils</b>	Access Arrangements for Key Stage 2 SATS are referenced and applied for as appropriate.  Seating plans are considered in all lessons.  Access to resources to meet individual needs e.g. coloured overlays, pencil grips, sensory toys	DfE website  Purchasing appropriate screener and overlays to support pupils with dyslexic tendencies.	SENDCo Year 6 Team  Headteacher	Reviewed at least annually

<p><b>Provide parents and carers with disabilities with aids to access services to enable full involvement in their children's education</b></p> <p><b>Improve the delivery of communication to parents/ carers</b></p>	<p>Consult with parents, pupils and visitors about the schools provision for people who have a disability. Use questionnaire, newsletter and e mails as appropriate.</p> <p>Letters and information to be provided in different formats should a need be identified.</p> <p>Pastoral support team to provide home visits or afterschool meetings or telephone contact to meet the needs of the parents' disabilities.</p>	<p>Meetings, newsletters, questionnaires, open evenings, induction for new parent, pupils and staff.</p>	<p>Headteacher All class Teachers SENDCo</p>	<p>Stakeholders are consulted and the necessary action is taken to improve communication.</p> <p>Parents / carers receive information in their preferred format.</p> <p>Parent / cares are able to attend meetings at chosen location / format that meets their needs.</p>
<p><b>Ensure that all staff are trained to meet the full needs of the range of pupils within school.</b></p>	<p>Training for staff.</p> <p>Team Teach Medical training First Aid Training Appropriate SEND training Safeguarding training</p>		<p>SENDCO</p> <p>Headteacher</p> <p>SENDCo</p>	<p>Staff Disability aware Staff SEND aware Staff Safeguarding aware</p> <p>Bespoke curriculum used for some children</p>

	Other training as needs arise.		Headteacher SENDCO	
<b>Portray disabilities positively in books, displays and school events</b>	Planned assemblies and PSHE lesson on disabilities and equality  Ensure displays feature people with disabilities  Children with disabilities are actively encouraged to take part in school life.	Assemblies SENDCo time  Displays resources  Social media accounts and display	All staff	Children talk in positive and knowledgeable terms about disability.
<b>Toilets</b>	Disabled access toilet available	Annual maintenance	Site Supervisor	All pupils and visitors to school have access to a disabled toilet.
<b>Emergency evacuation routes</b>	Fire evacuation plan in place  Weekly testing of fire alarm system  Clearly labelled access routes  Individual evacuation plan written for pupils with disabilities	Maintenance of fire system	Headteacher Site Supervisor Health and Safety Governor	All visitors and pupils with a disability are supported via effective evacuation procedures.