

Broadbent Fold Primary School and Nursery



SCHOOL ACCESSIBILITY PLAN

Broadbent Fold Primary School and Nursery School Accessibility Plan

At Broadbent Fold we continuously strive to ensure everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

3-year period covered by the plan: 2021 -2024

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled children, under Part 4 of the DDA:

- not to treat disabled children less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled children.

The Disability Discrimination Act (DDA) defines a person with a disability as someone who has ‘a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities’

Physical or mental impairments includes sensory impairment, learning disability, dyslexia, dyspraxia, autism, speech and language impairments, attention deficit and hyperactivity disorder, diabetes, epilepsy and cancer, where the effect of the children’s ability to carry out normal day to day activities is adverse, substantial and long term. Substantial means more than minor or trivial. Long term means has lasted or is likely to last more than twelve months. Normal day to day activity is determined by the affect of the impairment on mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or move everyday objects, speech, hearing, or eyesight, memory or ability to concentrate, learn or understand, and the perception of risk of physical danger.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled children in the three areas required by the planning duties in the DDA:

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

At Broadbent Fold Primary School and Nursery, we seek to serve the local and wider community by offering children a caring and educationally rich learning environment in which to flourish as individuals and become valuable members of society. The school is committed to ensuring equal treatment of all its employees, children and any others involved in the school community and will ensure disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people and will take into consideration children who are carers of disabled parents.

1B: Information from pupil data and school audit

School currently supports children by liaising with external agencies to provide the necessary provision and resources.

- We are a dyslexia friendly setting– school uses a screening toolkit and provide colour paper/books, colour overlays and technology.
- Fine and Gross Motor Interventions – allowing children access learning e.g. dough disco, environment adjustments, pencil grips.
- Sensory support – allowing ear defenders, providing sloped boards, positioning in classes.
- Speech and language support.
- School health teams support individuals with various medical conditions.
- We are working with the DFE on assisted technology in the classroom.
- SEND team in LA support school with ADHD in the classroom.

1C: Views of those consulted during the development of the plan

Parents/Carers, staff, children and Governors were consulted during the development of the plan. Their input has contributed to the development of the Equality Policy and Special Educational Needs and Disability Policy.

2. The main priorities in the school's plan

2A: To increase the extent to which disabled children can participate in the school curriculum

Current position:

School takes every step necessary to ensure disabled children are able to fully participate in the curriculum. In order to achieve this we liaise with external agencies i.e., hearing impaired service, sensory support and occupational therapy to provide necessary resources, support and expertise. For example, currently the Health Service provides school with the necessary exercises and advice to enable school staff to support children's needs on-site, meaning that a child's lost learning time due to out of school appointments is kept to a minimum. We have dyslexia friendly resources for all children to access and carry out dyslexia screening to inform school of a child's needs. Children have laptops to support learning. We endeavour to provide appropriate equipment and specialism to ensure children's needs are met. We ensure staff have access to ongoing / relevant SEND CPD on a timely cycle. We use the Engagement Model for those children working below curriculum standards. We also ensure children's care plans are current and reviewed at least annually.

Immediate next steps:

- Stairs across the school – KS2 and hall area require review to look at improving access.
- As the school is moving towards offering a wider range of outdoor learning, consideration must now be given as to how the forest area of school can be accessible to children with mobility issues.

2B: To continue to improve the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services:

Current position:

- The school building is built on two levels which gives limited access to a wheelchair user.
- The main entrance is fully wheelchair accessible with ramps for access.
- Access from the playground into the school is available through all classroom doors – classroom entrances may limit wheelchair users.
- The school currently has two fully accessible toilets, one indoors and one for outdoors.
- The playground surface is flat in KS1 and KS2 and is suitable for wheelchair users to safely access and for those with walking mobility issues to encounter less trip hazards.

Immediate next steps:

- School will have to review access to playgrounds from classrooms for wheelchair users. Ramps would be required and doors widened.
- Stairs across the school – KS2 and hall area need to be reviewed and plans put in place to improve access.
- Look at space within classrooms / tables.

2C: To ensure that children in school have access to an increased number of disabled role models:

Current position:

Equality and diversity is promoted throughout our whole school curriculum. We aim to create classroom environments where all children can thrive together and understand that individual characteristics make people unique and not 'different' in a negative way. School uses texts in the classroom rich with diversity to ensure children are exposed to differences.

Immediate next steps:

- To continue to source and invite into school visitors with a range of disabilities to continue to provide positive role models to the children and open valuable discussion around the theme of disability.

3A: Management, coordination and implementation

The planning process –

Initial meetings to identify current / future level of need. These meetings take into account children currently identified as SEN and any future children already identified with specific difficulties. Liaison with pre-school settings prior to admission.
Immediate next steps implemented as required.

Coordination –

Mrs Kleban – SENCo
Named Governor – Chairs of each committee

Other policies and plans –

Equalities Policy and Objectives
SEND and Inclusion Policy

Implementation –

Immediate next steps implemented as outlined.

3B: Access to the school's plan

The plan is available in the following ways:

- On request from the school office.
- Large print is available if required.
- Website