

Broomfield School Accessibility Plan 2015-2018

Purpose of the Plan

The purpose of this plan is to show how Broomfield School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.

- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Broomfield School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

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Targets	Strategies	Resources	Timeframe
EQUALITY AND INCLUSION			
To ensure that the accessibility Plan becomes an annual item at the GB meetings.	Clerk to governors to add to list for GB meetings.	Time at GB meetings	Annually.
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Cost of training. See budget.	Annually or when new members of staff join school.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policy review committee time.	Annually.
To ensure children with medical conditions have up to date health care plans and support needed to enable them to access curriculum.	SENCo to update plans as needed. HT to ensure staff deployed to meet need	SENCo time. Staffing budget.	Annually or as needed.
PHYSICAL ENVIRONMENT			
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults.	Audit of accessibility of school buildings and grounds by Governors at annual H&S inspection. Suggest actions and implement as budget allows. Additional entrance to school built Feb 2016 to enable easier access to admin staff/area for those with reduced mobility.	See premises budget. £15K from devolved capital budget	Annually.
CURRICULUM			
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCo to review the needs of children and provide training for staff as needed.	See training budget. £2K earmarked for Ed Pshych services 2016/17	Annually or as new staff/pupils join school.
To ensure that all children are able to access all out-of school activities. eg. clubs, visits, residential visits etc.	Follow LA guidance doc and adopt LA policy.	Time to review docs and time of Policy Review Committee	Annually.

To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	SENCo time.	Annually or as new pupils joins school.
To meet the needs of individuals during statutory end of KS1/2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	SENCo and CT time.	Annually in accordance with guidance from STA
WRITTEN/OTHER INFORMATION			
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Admin time	As needed
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold consultations by phone or send written information so that parents are informed of their child's progress	Time for staff	As needed