



Broomhill Infant School and Broomhill & St Anne's Park Children's Centre Accessibility Plan 2016 - 2019

Purpose of Plan

The purpose of this plan is to show how our settings intend, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

- **The purpose and direction of the school's plan: vision and values**
 At Broomhill Infant School and Broomhill & St Anne's park Children's Centre the vision of inclusion is shared and communicated by everyone. Our mission statement 'Inclusion. Empowerment, Individuality and Achievement'. Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Accessibility Action Plan

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All children and adults with a disability can access all buildings and outside areas.	All classrooms will have ramp access to the outside area. There is an adult disabled toilet facility in the main school building. Exits from each class into the building are kept free. Corridors will be kept clear of obstructions. All outdoor play equipment is accessible to all children. Outdoor equipment is regularly checked. Buggies should be available where needed in case of an evacuation.	Governing Body All Staff	Long	By 2019	Subject to budget Will be put in place when necessary.
			Short	Checked daily	
			Short	Checked daily	
			Short	Checked annually	
			Long		
The setting is accessible to adults and children with visual impairments.	Contrasting colours for classroom doors	Site Manager	medium	2018	
The setting is accessible to adults and children with hearing impairments	Research and provide 'soundfield' (or similar) systems if a child/adult with a hearing impairment joined the setting.	SENCO	Long	2019	

Clubs are fully accessible to all children	Maintain an all clubs are open to all policy, this includes Breakfast Club	Headteacher	ongoing		
Displays to include the work of all children.	Photo's to include disabled pupils and adults who are positive role models.	All staff	ongoing	2017	
Car parking has two marked disabled bays.	None needed		ongoing		

Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All children with Autistic Spectrum Disorder will have access to a full curriculum.	Visual timetables will be in place across all settings to ensure consistency. Advance warning will be given of changes. Social Stories will be used when appropriate. Staff will receive training on writing social stories. Advice will be sought from the Bristol Autism Team and the Speech and Language team.	SENCo, Class teachers, practitioners	Short Short Short Medium On going	December 2017 May 2017	
All children with a visual impairment will have access to a full curriculum.	Materials and print are enlarged as necessary or printed in different colours or onto coloured paper. The coloured background on the Interactive Whiteboard will be adapted as necessary. Seating position is carefully considered. Advice is sought from appropriate outside agencies. Modified SATS papers will be ordered.	SENCo, Class teachers, practitioners	Short Short Short Ongoing Long	March 2017	

	Computer access will be provided as appropriate with accessible features in place.		Short		
All children with Attention Deficit Hyperactivity Disorder will have access to a full curriculum.	Administer medication if prescribed. Monitor behaviour. Provide adult support when required. Provide appropriate resources e.g. fiddle toys.		Long	2016-2019	Support will be put into place when required
All children with epilepsy will have access to a full curriculum.	Staff training provided when required.		Long	2016-2019	Support will be put into place when required
All children with allergies will have access to a full curriculum.	All staff will be trained in the use of Epi Pen. Ensure system is in place for contacting ambulance service and all staff are aware. Photo's displayed in staff room and kitchen area of those children who have reactions. All staff are aware of allergies in their own class or setting.		Long In place/ongoing In place/ongoing	2016-2019	Support will be put into place when required Staff to review and update as necessary
All children with personal care needs will have access to a full curriculum.	All staff will be trained as necessary. There are 3 changing rooms available. One in each setting. These will contain spare clothing, nappies and wipes. Consider putting in an adjustable height changing bed and a hoist. Shower will be available in main school building.		In place/ongoing Long term	Check daily By 2019 or before if needed.	

	Risk assessments will be completed.		In place/ongoing		To be completed when necessary.
All children with other medical needs will have access to a full curriculum	<p>Prescribed medication will be given by a member of staff with admin of medicines training if a parental consent form has been signed. A record of administered medication will be kept.</p> <p>Fridge will be available to keep medication in.</p> <p>All staff administration of medicines will be kept up to date.</p>		<p>In place/ongoing</p> <p>Medium term</p>	2016-2019	All staff responsible for ensuring their admin of medicines is kept up to date and will renew as appropriate.

Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All children with disabilities have access to a full curriculum.	All children with a disability with have a Personal Plan in Key Stage 1 or a Play Plan in the Early Years Foundation Stage.	SENCo, Class teachers, practitioners	ongoing	Sept 2017	
	All staff to have the necessary training to teach and support pupils with a range of disabilities.	SENCo,SLT	ongoing	2016-2019	
	The curriculum will be differentiated to meet the needs of all children. Learning support staff will be deployed effectively to meet the needs of all learners. The advice of the Educational Psychologist will be support if advice about supporting children with greater learning difficulties is sought.	SENCo, Class teachers/practitioners/SLT	Short/ongoing	2016-2019	
	Intervention groups will be in place to support children with additional learning needs.	SENCo/SLT	Short/ongoing	2016-2019	
All resources are fully accessible	Resources are accessible to all staff. Resources available to all pupils are suitably labelled. Specialist resources will be made available when need is identified.	SENCo, Class teachers/practitioners	Short/ongoing	December 2016	

All school trips are fully accessible	Consideration to accessibility will be made for all trips.	SENCo, Class teachers/practitioners	Ongoing	2016-2019	
All children are aware of disability equality	Mark Williams (SENCo Governor) To hold an assembly and visit Year 2 Classes annually.	SENCo Governor.	Short	March 2017	

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All information for parents/carers is accessible.	Class teachers to work closely with parents and identify if information needs to be given in a different format. Verbal information will be fed back by class teachers at the end of the day when needed. Parent questionnaires to be completed annually. Register of parents needing differentiated access to be kept on SIMS	Admin team/Class teachers/SLT	ongoing	2016-2019	

Making it happen

The implementation of the Accessibility Plan will be the responsibility of the SLT and will be discussed with all staff to ensure they are aware of actions they need to take. The Governing Body will be kept informed of progress.

The Governor with the responsibility for inclusion (Mark Williams) will meet with Kath Senior (SENCo) three times a year to discuss and monitor the plans. The plan will be updated/amended as new initiatives are introduced.

The School Improvement Plan, The Inclusion Policy, The Health and Safety Policy and risk assessments all take into account the needs of our disabled community and are monitored annually.

The Accessibility Plan will be published on the school website. It will also be available by request from the school office.