

# Broomhill Infant School

## Accessibility Plan 2021-22



### 1. Purpose of Plan

1.1 This plan is to address the statutory requirements of the Equality Act 2010 and to further the aims of the vision statement by 'continuing to improve all aspects of the physical environment of Broomhill Infant & Nursery School and other resources so that all SEND pupils can take full advantage of the education and associated opportunities provided by the School.

#### Definition of disability

1.2 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.

### 2. Key Aims

To create an environment that enables pupils with SEND to participate fully in our school community by identifying and eliminating barriers that prevent this.

### 3. EQUALITY ACT 2010

3.1 The Act makes it unlawful for the school to discriminate against, harass, or victimise a student or potential student in:

- relation to admissions
- the way it provides education for its pupils
- the way it provides students access to any benefit, facility or service
- excluding a pupil or subjecting them to any other detriment.

3.2 The protected characteristics are:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity.

#### 4. IMPLEMENTATION OF THE PLAN

4.1 When performing their duties all staff will have regard to the SEND Code of Practice (2015) and Equality Act (2010).

4.2 Compliance with the requirements of the Equality Act (2010) is central to all school policies and procedures.

4.3 Every pupil has an entitlement to the best education they can receive regardless of any SEND they might have.

4.4 Any pupil attending at Broomhill Infant

School Broomhill Infant & Nursery School will have access to all available opportunities including extra-curricular activities, events and Academy trips.

4.5 Our school provides all pupils with a broad and balanced curriculum in order to meet individual learning requirements.

4.6 We recognise and value parents' and carers' understanding of their child's disability and will work closely with them in order to ensure the child can have access to maximum opportunities at Broomhill Infant School Broomhill Infant & Nursery School .

4.7 We recognise parents', carers' and the child's right to confidentiality.

## Access to the physical environment – statutory

To improve the physical environment of the school to increase the extent to which children with disabilities can take advantage of our curriculum.

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All children and adults with a physical disability can access all buildings and outside areas.	All classrooms will have ramp access to the outside area.	Governing Body Headteacher	Long	2021	Installation of ramps to Blossoms, Cherry and Maple classes.
	There are accessible toilet facilities in the main school building and demountable classroom.		Short	Checked daily	
	Exits from each class into the building are kept free & corridors will be kept clear of obstructions.		Short	Checked daily	
	All outdoor play equipment is accessible to all children. Outdoor equipment is regularly checked.		Long	Checked annually	
	Buggies and mobility aids should be available where needed in case of an evacuation.				See Personal Evacuation Plans
	Recommendations and suggestions from external environmental audits are considered. Follow and implement actions advised by Occupational Therapy and Physiotherapy teams.				
The setting is accessible to adults and children with visual impairments.	Contrasting colours for classroom doors Recommendations and suggestions from external environmental audits are considered	Site Manager	medium	2021	

	All ramps and inclines made visible with tape Corridors are kept clear for adult and children using canes Follow and implement actions advised by Sensory team.				
The setting is accessible to adults and children with hearing impairments.	Follow and implement actions advised by Sensory team.  Makaton Friendly School Award achieved in 2020	SENDCO	ongoing	2021	
Clubs are fully accessible to all children.	Maintain all clubs are accessible and inclusive to all. This includes WRAP around provision.	Headteacher	ongoing	2021	Parents will be invited to attend Rebound sessions alongside their child.
Car parking has two marked disabled bays	Ensure spaces are kept clear and made available		ongoing	2021	

**Ensuring inclusion in the school community**

**All children have access to a wide range of high quality therapeutic interventions, planned for each child to meet his/her individual needs.**

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	<p>Following guidance of other professionals individualised plans, visual timetables, Picture Exchange Symbols and workstations are in place.</p> <p>Transition strategies are individualised.</p>	SENDCo, Class teachers, practitioners	<p>ongoing</p> <p>ongoing</p>	Monitored termly	<p>Total communication approach followed in all classrooms.</p> <p>Consistent transition strategies used in all classes</p>
All children with a visual impairment will have access to a full curriculum.	<p>Enlarged materials and print as necessary or printed in different colours or onto coloured paper.</p> <p>Use of assistive technology is made available such a visualisers or apps for individual ipads</p> <p>The coloured background on the Interactive Whiteboard will be adapted as necessary.</p> <p>Seating position carefully considered.</p> <p>Advice sought from appropriate outside agencies.</p> <p>Modified SATS papers ordered.</p> <p>Computer access provided as appropriate with accessible features in place.</p>	SENDCo, Class teachers, practitioners	ongoing	Termly	All staff have an awareness of children's individual needs.
All children with Attention Deficit Hyperactivity Disorder	Individualised program of learning and/or support to be implemented.	SENDCo, Class teachers, practitioners	ongoing	Termly	Attention Autism Six Bricks

will have access to a full curriculum.	Care plan and medication plan will be agreed alongside parents if needed.				<p>Lego Therapy interventions in place.</p> <p>Individualised plans identify how learning is chunked appropriately for each child.</p>
All children with epilepsy will have access to a full curriculum.	<p>Staff training provided when required.</p> <p>Care Plans written alongside nurse and parents.</p>	SENDCo, Class teachers, practitioners	ongoing		Refresher Training completed 2021
All children with allergies will have access to a full curriculum.	<p>All staff trained in the use of Epipen.</p> <p>Care plans in place for contacting ambulance service and all staff are aware.</p> <p>Photo of child displayed in staff room and kitchen area of those children who have reactions.</p> <p>All staff are aware of allergies in their own class or setting.</p>	SENDCo, Class teachers, practitioners	On-going	2021	Refresher Training completed 2021
All children with personal care needs will have access to a full curriculum.	<p>All staff trained in manual handling necessary.</p> <p>Electric adjustable height changing bed and hoist in accessible toilet in the main school building.</p> <p>Shower in First Aid room and Nursery.</p> <p>Risk assessments updated 6 monthly or sooner following other professional advice.</p>	SENDCo, Class teachers, practitioners	On going	Check daily	All plans are in place September 2021

All children with other medical needs will have access to a full curriculum	<p>Fully trained staff with parental consent are in place to administer and look after medicines.</p> <p>A record of administered medication kept.</p> <p>Separate fridge in the staffroom.</p> <p>All staff administration of medicines kept up to date.</p> <p>Relevant staff attending necessary training by hospital specialists such as Diabetic nurses.</p>	First Aiders	ongoing		All plans in place September 2021
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### Access to the curriculum – statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All children with SEND have access to a full curriculum that inspires and challenges.	<p>All children’s learning needs met through an inclusive curriculum that appropriately differentiates to meet their needs as well as encourage independence and high expectations</p> <p>Learning support staff deployed effectively to meet the needs of all learners.</p> <p>Partnership working with other professionals to provide appropriate learning opportunities and challenging targets.</p>	Headteacher SENDCo, Class teachers, practitioners	ongoing	2021	Enabling environments indoor and outdoor is ongoing, every child to access continuous provision of their choice.

	Personal plans written to support individual needs.	SENDCo, Class teachers, practitioners	ongoing	2021	SENDCo Yearly Planner in place.
	All staff to have the necessary training to teach and support pupils with a range of disabilities.	SENDCo	ongoing	2021	Extensive training programme to skill up every member of staff has taken place 2020 – 21. Still ongoing.
	Effective deployment of Learning Support Assistants	Headteacher SENDCo Teachers	ongoing	2021	School is part of the DELTA program.  Talk Boost and NELI programs in place as part of Covid-19 Catch up
	Intervention groups will be in place to support children with additional learning needs.	SENDCo	ongoing	2021	
All resources are fully accessible	Resources are accessible to all.  Specialist resources will be made available when need is identified.	SENDCo, Class teachers	ongoing	2021	Enabling environments audit to take place in Term 2
All school trips are fully accessible	Consideration to accessibility made for all trips. individualised risk assessments completed	SENDCo, Class teachers	Ongoing	2021	Carefully planned visits, all children take part.



## 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.	<p>Class teachers to work closely with parents.</p> <p>Verbal or Class Dojo information fed back by class teachers at the end of the day.</p> <p>Parent questionnaires completed annually.</p> <p>Register of parents needing differentiated access to be kept on SIMS</p> <p>School website updated with the local offer and relevant workshops and events</p>	<p>Admin team</p> <p>Class Teachers</p>	ongoing	2021	

### Making it happen

The whole school ethos and implementation of the Accessibility Plan will be the responsibility of the SLT. The Governing Body kept informed of progress.

SEND & Inclusion Governor, Sapna Boden meets with Rebecca Symmons, SENDCo to discuss and monitor the plan. The plan is a working document, updated and amended up regularly.

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

School website publishes up dated Accessibility Plan. It will also be available in paper form by request from the school office