



Broomwood Primary School
Accessibility Plan
2021 - 2024

Mission Statement

'Together we believe, together we achieve'

Introduction

Broomwood Primary School is committed to challenging discrimination and promoting equality at all levels and in all aspects.

On 1st October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

Key Points

- The Equality Act 2010 provides a single, consolidated source of discrimination law.
- Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.
- There are some exceptions replicated in the act - e.g. content of curriculum, collective worship, admissions to single sex schools and schools of a religious character

The Equality Act 2010 introduces a **single equality duty** on public bodies which will be extended to include all of the following protected characteristics:

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

This combined equality duty came into effect in April 2011 and has three main elements. In carrying out our function, Broomwood Primary School is required to have due regard to the need to:

- **Eliminate unlawful discrimination** that is prohibited by the Act;
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it, and
- **Foster good relations** across all characteristics - between people who share a protected characteristic and people who do not share it.

Where schools are concerned, **age** will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils.

The Act introduces **specific duties** which are designed to help public authorities to meet their combined duty obligations.

- Collect and analyse information about their progress in achieving the 3 aims of the legislation.
- Decide on certain specific and measurable **equality objectives** that they will pursue over the coming years to achieve these aims and publish these objectives.
- Engage with people who have a legitimate interest including all staff, all parents and pupils, local groups, organisations and individuals as appropriate

The **Governing Body** has responsibility for making sure that the school complies with the Single Equality duties.

Disability

The Governing Body has had three key duties towards disabled pupils:

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the provision of information in a range of formats for disabled pupils.

At Broomwood Primary School we are committed to delivering a fully inclusive school where all our children and staff are valued, cared for and within all areas of their needs. We provide a fully inclusive curriculum, enriched with trips, which support our inclusive ethos and practise. We provide a setting which is able to cater for children from all different backgrounds. We pride ourselves on celebrating the diversity within our schools, surrounding religion, different cultures, ethnicity, Special Educational Needs and children with specific talents. We aim and succeed to remove barriers and make reasonable adjustments where necessary to provide a fully inclusive setting. We fully include

parents/carers within the school and welcome their suggestions as well as the wider community.

Vision and values - the Statutory inclusion statement

In planning and teaching the National Curriculum, teachers are required to have due regard to the following procedures:

A - Setting suitable learning challenges

B - Responding to pupils' diverse learning needs

C - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

A - Setting suitable learning challenges

Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary.

For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects, teachers need to plan suitably challenging work.

B - Responding to pupils' diverse learning needs

Teachers should take specific action to respond to pupils' diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning.

C - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections A and B and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a **special educational need or disability**

or may be linked to a pupil's **progress in learning English as an additional language**. As a school we aim to remove these barriers and make reasonable adjustments to ensure that all children achieve their full potential.

Reasonable Adjustments

A reasonable adjustment is an alteration that is carried out to ensure that all children, staff and parents can fully access resources, the building or their duties without being at a disadvantage.

Pupils with Special Educational Needs (SEN)

Curriculum planning and assessment for pupils with SEN must take account of the type and extent of the difficulty experienced by the pupil. To ensure that children are reaching their full potential individual plans are used to support and monitor children's learning. Adjustments for a specific child are specified within the plan. The plan is readily available for all staff to read and both pupils and parents are consulted and informed and a copy is sent home for reference.

As a school we are deemed 'Dyslexia Friendly' having achieved this status in 2010. Our Dyslexia Aware Award was renewed in 2013.

Pupils with disabilities

Not all pupils with disabilities will necessarily have SEN. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements.

The School welcomes and values disabled people taking an active part of school life. Broomwood Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to comply with the Equalities Act 2010.

Broomwood Primary School recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health

issues, people who are deaf, British sign language users and people with long term health conditions.

Accessing the building

The school has, in summer 2014, been part of an expansion project in which a **new Key Stage 1 block** was built. Broomwood offers a new and exciting area which offers full accessibility for children with all needs, including wide corridors and door frames, graduated access to outside doors and a new disabled toilet.

Within **all ground floor areas** of the school we provide access for children, staff and parents who need reasonable adjustments. We provide ramps to support access to all areas.

Pupils who are learning English as an additional language

Pupils for whom English is an additional language have diverse needs in terms of support necessary. Planning should take account of factors such as the pupil's age, length of time in this country, previous educational experience and skills in other languages.

Access to outside activities, clubs and trips.

Within our school we provide fully inclusive clubs which all children can be part of. Where needed, teachers and outside agencies will make the appropriate adjustments.

Trips/activities are planned for and undertaken within venues that support our inclusive ethos. Risk assessments and pre-trip visits are undertaken so that access and adjustments for all children, staff and parents can be dealt with.

E safety

When any aspect of ICT is used for children with SEN and disability, the school's E safety policy will be followed.

Action Completed

The school has had an Accessibility Plan since 2007 and since that date the school has completed the following work:

CURRICULUM

- Kagan style mixed ability groupings and Talk Partners have been introduced and embedded into classroom practice, this promotes engagement.
- Training on dyslexia friendly teaching styles has been provided for all established staff.
- A new PSHCE curriculum has been implemented. Anti-bullying films made annually by each class to mark Anti Bullying week.
- A variety of celebrations and traditions are covered through the creative curriculum.
- Implementation of Brain Gym and 'Five a Day' exercises differentiated as appropriate to the child.
- Transition has improved with the introduction of 'transition booklets, used for children with specific needs, and more robust processes for sharing transition information and paperwork.
- Annual PE week has been introduced annually which is accessible to all
- There is now widespread use of word banks, number grids, spelling and letter formation prompts in all NC classes.
- An increased use of multisensory support - objects, pictures and videos to clarify meaning, also mnemonics, chants, rhymes and actions.
- A broader team of staff has completed specialist training - for example, the Pre-School team have had training in ASD and behaviour; the SENCO and two TA's have completed the ELKLAN training course for speech and language support; one TA joined the staff direct from the Longford Park Behaviour Outreach Team and one teacher has expertise in play therapy, yoga and mindfulness.
- Introduction of using technology to record learning- QR codes.
- Training for all staff on mental health and wellbeing and how to promote wellbeing in the classroom.
- Assessment and monitoring system introduced for mental health.

PHYSICAL ENVIRONMENT

- New KS1 block has been built with accessible classrooms and disabled toilet.

- The Key Stage 2 playground has been resurfaced to improve access.
- A lift has been installed to improve access to the Early Years outdoor area
- Portable ramp purchased
- Ground level mini ICT suite has been created.
- Single pupil/carer entrance gate which allows greater accessibility
- Handrail has been added by junior corridor steps
- Second disabled toilet has been built in new KS1 block

ACCESSIBILITY OF INFORMATION

- Purchase of a wider range of iPad apps for children with specific needs have been purchased.
- SEN Information Report for Families has been to be linked to Local Offer section of Trafford Website
- Families are now advised where to locate the policies via school newsletter.
- Review of Individual Learning Plans, Individual Behaviour Plans and transition to Pupil Passports which will increase child and family involvement.

Accessibility Plan November 2021 - October 2024

This plan addresses issues around accessibility for all pupils at school. The timescale for actions to be achieved is aimed to increase accessibility for varying groups of pupils. The plan will be reviewed every three years and progress against action points will be reported to governors. The DFE's statutory advice document (2014) makes it very clear that schools continue to have a duty to produce an Access Plan which must be implemented. Schools' plans should reflect their intentions in three areas to:

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

Priority area	Action to be taken	By whom	Timescales	Predicted Outcomes
CURRICULUM				
Dyslexia friendly award	<p>An audit of classroom environments and resources.</p> <p>An action plan drawn up to support dyslexia friendly classrooms.</p> <p>Renew dyslexia friendly award.</p>	J Cunliffe V Lindop	<p>January 2022</p> <p>October 2022</p>	School will continue to be a dyslexia friendly school.
Assessment systems	<p>Consider, explore and trial different assessment and tracking systems which monitor progress of pupils who have the most complex SEN.</p> <p>Develop and produce case studies which capture progress of pupils for which Target Tracker may not be appropriate.</p>	J Cunliffe A McCarthy	January 2023	<p>Pupils with complex needs will be accurately assessed.</p> <p>Target setting for pupils with the most complex needs will be challenging and realistic but challenging.</p> <p>Progress as a result of an intervention will be measured and reported.</p>

				More children will make the expected level of communication and language and progress in this area will be improved.
PHYSICAL ENVIRONMENT				
Forest schools	<p>2 staff members to be trained in Forest school education.</p> <p>Covered area with seating, fire pit and chimney to be built.</p> <p>Orchard to be improved and used in forest school education and healthy eating.</p> <p>Water butt to be installed</p> <p>New fences to be erected in the playground to separate different areas in the playground and field.</p>	A McCarthy	July 2022	Forest school education to be part of our curriculum offer. Forest school elements to be part of our intervention offer- particularly for Social, Emotional and Mental Health.
Sensory garden	<p>Imagination garden to be replaced with a sensory garden.</p> <p>Themed 'rooms' to be planned, designed and built.</p> <p>Sensory garden will be wheel chair accessible.</p>	A McCarthy	July 2024	A fully wheelchair accessible sensory garden used as part of the curriculum.

<p>Cooking room</p>	<p>Audit of all cooking resources and equipment to be completed. New equipment to be purchased in line with curriculum needs for food technology. New cookers to be purchased and installed in the community room.</p>	<p>P Martin L Owen</p>	<p>September 2023</p>	<p>A fully functioning room which can be used by children for cooking. A curriculum which is rich and provides children with a range of experiences to cook and prepare food.</p>
<p>Availability of accessible information to disabled pupils</p>				
<p>Use of ICT</p>	<p>Investigate and purchase ipad APPs and technology which support pupils with literacy difficulties. Children who need these aids will be taught to use these aids. Teachers and teaching assistants will be aware of, and trained to use technical aids in classrooms. Every year group will have access to technical aids for pupils who require them.</p>	<p>J Cunliffe</p>	<p>December 2021 December 2021</p>	<p>Barriers in the classroom will be reduced by use of technology. Technology will be used to aid greater independence of pupils with literacy difficulties. Technical aids to support pupils with literacy difficulties are part of our reasonable adjustments offer in classrooms.</p>

Review and revision

This plan has been drafted by J Cunliffe SENCo in view of the new Special Educational Needs 'Code of Practice 2014'. We will continue to assess and monitor accessibility within the school and make adjustments where necessary.

J Cunliffe
SENCO
April 2021

Approved by Governing Body.....

Date.....

