



Broomwood Primary School

Accessibility Plan

2026 - 2029

Mission Statement

'Together we believe, together we achieve'

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Broomwood Primary School, we are guided by the **Equality Act 2010** and the **Public Sector Equality Duty**, which anchor our commitment to eliminating discrimination and promoting equality of opportunity for all. Our core values of **Welcoming, Nurturing, Respect, Commitment, and Togetherness** reflect our belief that the diversity of our community is one of our greatest strengths. We are dedicated to ensuring that every member of our school feels a deep sense of **relational belonging**—feeling safe, seen, and valued regardless of their background, ability, or protected characteristics.

We recognise that "equality" does not mean treating everyone the same; rather, it means understanding that **reasonable adjustments** are necessary to remove barriers to success. Our principle that **"every teacher is a teacher of SEND"** ensures that high-quality, adaptive teaching is the first step for all students. By fostering a trauma-informed, low-arousal environment and utilising a curriculum that celebrates difference—through PSHE, RSE, and cooperative learning—we empower our pupils to challenge stereotypes and thrive in a diverse world. At Broomwood, we don't just "manage" needs; we proactively build an inclusive culture where every child has the support they need to reach their full potential.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our accessibility and equality goals are developed in alignment with Trafford Local Authority's Graduated Approach and the Trafford Local Offer. We work closely with LA services, including SENAS, the Educational Psychology Service, and Trafford Speech and Language Therapy services, to ensure our provision meets borough-wide standards for inclusion and fair access.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents/carers, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<u>The Neuro-Affirming Environment</u> <i>The school recognises that the physical environment is the first "barrier" to the curriculum. Access is increased by creating a low-arousal, predictable setting that supports cognitive processing. This is a high priority for all senior staff and is regularly monitored</i> Predictability as Accessibility: <i>Visual timetables and "Now/Next" boards are non-negotiable across all tiers.</i> Physiological Readiness: <i>Built-in</i>	<u>Overarching objective</u> To empower pupils to self-regulate by selecting the tools and scaffolds they need to manage their emotions and access learning, ensuring the classroom environment naturally evolves to support the cohort's strengths and needs. Short-Term Objective: <i>Establishing the 'Adaptive Toolkit' to establish an inclusive learning environment where every classroom is</i>	Environment Check: <i>Ensure the Tier 1 Non-Negotiables are maintained to preserve pupils' 'cognitive load' for the actual learning task.</i> Planning for Inclusion: <i>The SENCO will develop and roll out a formal 'Menu of Adaptations' framework for writing. This toolkit will provide teachers with pre-approved, research-based strategies to bypass specific barriers (such as dyslexia, speech and language difficulties or fine motor difficulties) without lowering</i>	SENCO Senior leaders	February 2026 May 2026	Self-Selection: <i>Lesson observations, learning walks and pupil voice activities show that pupils can independently identify and retrieve a specific physical or cognitive scaffold (e.g., a slant board or a visual checklist).</i> Language: <i>staff (including support and lunch-break teams) use a consistent, agreed language to support regulation (linked to Zones of regulation)</i> Pupil advocacy: <i>Pupils can explicitly state which</i>

	<i>sensory circuits ensure that pupils with physical or sensory processing disabilities are regulated and ready to access the lesson at the same time as their peers.</i> Specialised On-Site Provisions <i>For pupils whose disabilities make the mainstream classroom temporarily inaccessible, the school provides alternative pathways to success through our specialised provisions:</i> The Hub (Internal KS2): <i>A trauma-informed sanctuary for pupils with complex SEMH needs. It offers a bespoke,</i>	<i>equipped with a universal set of adaptive scaffolds to support writing for all pupils.</i> Medium-Term Objective: Embedding Adaptive toolkit <i>To embed use of to 'different tools,' ensuring all pupils, where possible—regardless of physical, sensory, or learning disability—achieve the same high-level objectives.</i> <i>To shift the culture of support from "teacher-led intervention" to "pupil-led selection," where using an adaptive tool is normalised as a standard part</i>	<i>academic expectations.</i> Subject Leaders: <i>In collaboration with the SENCO, will develop and roll out a formal 'Menu of Adaptations' framework. This toolkit will provide a standardised set of pre-approved, research-based strategies across the full breadth of the National Curriculum. Rather than lowering expectations, these adaptations are designed to bypass specific barriers—ensuring pupils can demonstrate their subject knowledge independently.</i> One Page Profiles: <i>To strengthen pupil participation in the accessibility process by explicitly linking individual One-Page Profile preferences to the specific regulation areas and adaptive tools</i>	SENCO Senior leaders Senior leaders	October 2026 May 2027 September 2027	<i>environmental adaptations (e.g., 'Regulation Station' or sensory circuits) help them stay in the Green Zone.</i> Provision matched to need: <i>Pupils with SEND have their 'One-Page Profile' preferences directly mirrored in the physical tools available at their desk or in the classroom toolkit.</i> High Expectations: <i>Work scrutiny shows that pupils using adaptive tools (e.g., laptops or sentence starters) are achieving the same high-level learning objectives as their peers, rather than simplified tasks.</i>
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	<i>"enhanced" curriculum focusing on the Zones of Regulation and 'Motional' activities, with the ultimate goal of successful re-integration.</i> The Nurture Centre: A dedicated space for pupils with significant social communication needs (Usually linked to an EHCP).	<i>of the learning process for all.</i> <i>To build staff fluency in "In-the-Moment" adaptation, ensuring they can provide support based on real-time pupil feedback and regulation states.</i> Long-Term Objective: To ensure that lessons demonstrate high-quality adaptive teaching, where barriers to writing and recording are proactively removed through a tiered support model.	provided within their classrooms. Scaffold Modelling: Implement 'Scaffold Modelling' during the "I Do" phase of lessons. Teachers will explicitly narrate the choice of a tool, e.g., <i>"I can feel that my hand is tired today, so I am choosing to use a slant board to help me write my sentences."</i> Inclusion Stations: Consider use of physical 'Inclusion Stations' in classrooms where the Menu of Adaptations (e.g., slant boards, pencil grips, laptops, sentence strips and word banks) are organised and freely accessible.			Evidence of 'Think-Alouds': <i>In observed lessons, teachers explicitly narrate the why behind a tool selection (e.g., "I am choosing a word bank because I want to use 'expert' science vocabulary, and my brain needs a reminder of the spellings").</i> Modelling: A reduction in "directive prompting" (Teacher: "Go get a grip") and an increase in "metacognitive prompting" (Teacher: "Which tool from the menu matches the barrier you've hit?"). Peer-Led Support: <i>Peer-to-peer observations show</i>
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			Zones of Regulation <i>Embed Zones of regulation lessons in KS1-KS2</i> Standardised Language: Standardise the 'Language of Learning and Regulation' school-wide, ensuring that every pupil encounters identical prompts and terminology when accessing adaptive tools or navigating the Zones of Regulation. Staff CPD: <i>Deliver "Micro-Modelling" training sessions where staff practice narrating the use of tools for diverse needs (e.g., modelling the use of a timer for a pupil with ADHD or a</i>			<i>pupils recommending tools to one another (e.g., "Maybe a word bank would help you with that sentence?").</i>
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			<i>visual schedule for a pupil with ASC).</i> Peer Advocacy: <i>Introduce 'Adaptive Tool Champions' (pupils) who demonstrate how to use specific scaffolds to their peers, reducing the stigma of "extra help."</i>			
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Improve and maintain access to the physical environment	Accessible Entrances: <i>The installation of a single pupil/carer entrance gate designed to allow easier access for wheelchairs and prams.</i>	Overarching objective To create a predictable and inclusive physical environment where all pupils can independently monitor their readiness for learning through the universal use of 'Regulation Stations' and a shared sensory language.	Designate a Regulation Space: <i>Identify a permanent, low-traffic area in every classroom to serve as the 'Regulation Station.'</i>	Senior leaders and teachers	January 2026	Classrooms are "neuro-affirming" and physically accessible; adaptive tools are organized and ready on desks before any recording task begins. Classroom Layouts: <i>Termly learning walks show that classroom environments are not static; "Regulation Areas" and "Scaffold Stations" are updated or moved based on the changing profile of the current cohort.</i> Profile Ownership: <i>Pupils with a One-Page Profile can explain how their classroom's Regulation Area</i>
	Structural Modifications: <i>The use of wide corridors and door frames to accommodate mobility aids and ensure smooth movement through the building.</i>	Short-Term Objectives <i>Every classroom will have a friendly, dedicated "Regulation Station" that uses the Zones of Regulation principles and has a range of regulation tools.</i>	Standardised Visual Kit: <i>Display Zones of Regulation posters for every room.</i>	Carl Bridge	July 2026	
	Step-Free Access: <i>Implementation of ramps and graduated access to outside doors, lift installed in the Reception classroom, ensuring that ground-floor areas and outdoor learning spaces are</i>		Create "Zone-Specific" Toolboxes: <i>Provide each station with a basket containing tactile tools categorised by need:</i> • Blue (Alerting): • Yellow/Red (Calming) • Green (Maintaining): Install 'Check-in' Boards: <i>Display check in dials in regulation stations</i>	Class teachers Carl Bridge Class Teachers	July 2026 September 2026	

	<i>reachable for everyone.</i> Specialised Facilities: <i>The addition of disabled toilets and changing facilities, including a second disabled toilet specifically built in the newer Key Stage 1 (KS1) block.</i> Safety Enhancements: <i>The addition of handrails by the junior corridor steps to assist pupils with limited balance or physical impairments.</i>	To equip the school environment with dedicated spaces and resources that empower pupils to transition from identifying an emotion to independently choosing a sensory strategy that helps them regulate To ensure that sensory "high-traffic" and "low-traffic" zones are physically defined across the school, and referred to with the children, allowing for predictable transitions between high-energy and low-energy tasks Long Term Objective To embed an adaptive environment	<i>where children can express which zone they are in.</i> Personalised Regulation Plans: <i>Have pupils (with staff support) create their own "My Best Tools" card that they keep on their desk or lanyard. This links their specific regulatory preferences to the school's resources.</i> Implement 'Regulation Go-Bags': <i>For pupils who struggle to move to a dedicated area, provide portable kits containing the same tools found in the Regulation Areas to ensure the "strategy" is always accessible.</i> Standardise Adult Scripting: Agree on and train all staff to use common	<i>Class Teachers</i> <i>Senior leaders</i>	<i>February 2026</i> <i>July 2027</i>	<i>specifically matches the needs listed on their profile.</i> Transition Independence: <i>Pupils use standardised visual cues and "Go-Bags" to maintain regulation during transitions (e.g., moving from the classroom to the hall) without high-intensity adult intervention.</i> Regulation Stations: <i>Observations show pupils respecting the physical boundaries of "Regulation Stations," treating them as functional learning tools rather than play areas.</i>
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	Specialised Learning Environments Outdoor Learning & Forest School: <i>The outdoor environment is carefully planned so that indoor learning experiences can be replicated on a larger scale outside. This includes "Welly Walks" and Forest School sessions designed to be inclusive.</i> Calm Spaces: <i>Regulation Areas within every classroom and additional sensory spaces in the Early Years Foundation Stage (EYFS) and wider school environments are designed to be natural and calm, reducing sensory</i>	across all learning spaces where Regulation Areas and learning scaffolds are standard. By providing permanent access to sensory seating, quiet zones, and visual tools, pupils are empowered to independently select the resources they need to regulate their state and access the curriculum	language linked to Zones of Regulation and Sensory Circuits. Universal Scaffolding: <i>Install a permanent 'Scaffold Stations' in classrooms which houses 'self-service' tools such as:</i> • Cognitive Scaffolds • Visual Supports Flexible Seating: <i>Integrate a range of physical seating options (e.g., wobble cushions, floor desks, or standing stations) as part of the classroom's standard furniture, allowing pupils to select a physical position that matches their current regulation state.</i>	Carl Bridge SENCO	September 2026	
				Senior leaders/ Carl Bridge	July 2027	
				Senior leaders	July 2028	

	overload for children. Classroom Layouts: Furniture and resources (such as library shelves) are maintained at heights or in configurations that are accessible to wheelchair users.					
Improve the delivery of information to pupils with a disability	Sensory-Environment: Information is delivered in a "low-arousal" setting to ensure pupils can focus on the core teaching message without cognitive overload. Visual-First Communication: Universal use of visual timetables, now/next boards, and pictorial labelling across all year groups provides a	<u>Over-Arching Objective</u> To transform the delivery of information at Broomwood Primary by institutionalising a language-led pedagogy, ensuring that adaptive language and visual structures are embedded into every classroom to remove barriers to learning, foster	CPD Focus: Deliver staff training on 'Blanks level questioning' and 'colourful semantics' - strategies to support children with speech and language needs ensuring staff know how to adapt and scaffold language used and tasks without lowering the academic challenge. Visuals: Provide every classroom with a visual prompt card featuring Blank Level question stems and	SENCO SENCO	February 2026 March 2026	Planning: medium-term plans explicitly map out questioning levels (e.g., "Child A: Level 2; Child B: Level 4"). Pupil Response: Pupils with SLCN are able to access the language of the classroom-evidenced by them answering more questions.

	<i>permanent, accessible reference for daily information.</i> Coding and Scaffolding: <i>Information is "chunked" and reinforced through "Working Walls," knowledge organisers, and word banks, ensuring that verbal instructions are always supported by visual or physical cues.</i> Accessible Formatting: <i>A clear commitment to removing visual barriers by using overlays and reading rulers, and utilising natural light to improve readability and visual comfort.</i>	pupil independence, and achieve neuro-affirming academic success for all students. Short Term <i>To equip all teaching and support staff with the pedagogical knowledge to adapt language and provide effective scaffolds, ensuring that high-level cognitive challenge is accessible to all pupils with speech and language needs.</i>	<i>Colourful Semantics color-coding.</i> Environmental Standardisation: <i>Audit and update all classroom "Working Walls" to include standardised sentence frames and the Colourful Semantics chart.</i> Adaptive Planning: <i>Monitor lesson planning for "Questioning Focus" box where teachers must identify which Blank Level is being targeted for specific SEND groups.</i> Relational Coaching Model: <i>Pair experienced staff with new starters/ECTs for a "Communication Coaching" cycle to ensure the language-led pedagogy is</i>	<i>SENCO / Writing lead</i> <i>Senior leaders</i> <i>Teachers</i>	<i>March 2026</i> <i>Ongoing</i> <i>September 2026</i>	Book Looks: <i>Pupil work shows evidence of the colour-coded system (e.g., coloured underlines, icons, or sentence strips) used to structure independent writing.</i> Consistency: <i>The Colourful Semantics and Blanks Level terminology is used consistently by all staff (Teachers and TAs) from EYFS through Key Stage 2.</i> Pupil Voice: <i>In interviews, pupils can identify the tools they use to help them learn (e.g., "I use the icons when I'm stuck on a word") and report feeling</i>
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	Individualised Visual Aids: Adaptation of universal tools into personalised formats, such as individual "Now/Next" boards, sensory circuit cards, and timers to help pupils process transitions. Modified Information Formats: Active use of accessibility tools like reading rulers, pastel-coloured books. Language Support: The WellComm toolkit is embedded into daily routines in EYFS to bridge communication gaps and monitor language development termly.	Medium Term To embed Blank Levels of Questioning into daily lesson planning, ensuring information retrieval is tailored to the specific needs across all subjects. To embed Colourful semantics Scaffolds into the Writing Cycle Long term To foster a "Neuro-Affirming" communication culture where the delivery of information is instinctively matched to every pupil's cognitive and language profile, resulting in improved academic outcomes for SEND pupils.	sustained regardless of staff turnover. Student Self-Assessment: Train pupils to self-edit their writing using the Colourful Semantics logic (e.g., "Have I got a green part in my sentence?").	Senior leaders Class teachers	July 2027	confident in their ability to succeed. Institutional Memory: The language-led pedagogy is featured in the school's induction pack; new staff are proficient in these strategies within one term of joining. Neuro-Affirming Delivery: Learning walks confirm that "Reasonable Adjustments" (like visual schedules or a range of Blanks level questions) are provided as standard.
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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 adjust where necessary.

*J Cunliffe
SENCO
January 2026*

Approved by Governing Body.....

Date.....

