Accessibility plan
Broughton Primary School

Approved by:	FGB	**Date: J u n e 2 0 2 0**
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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including Staff, Pupils, Governors and the Local Authority.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked via teacher assessment and Target Tracker for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.	**Medium term** Priority 1 Target 1 (SIDP) To develop SEND and vulnerable pupil provision in order to provide the right support, at the right time, in the right way; by accurate assessment of needs, thorough tracking and accountability, focused support and development of CPA resources, with multiple opportunities for reinforcement. Success Criteria: SEND and vulnerable pupils make at least expected progress at each milestone	a) EoY analysis b) Sandwell /Vernon assessments c) Day structure: pre-teach at start of day, teacher taught lesson, follow up/reinforcement in the pm d) Revisit expectations for task design (right thing/time/way) e) SENCo. and LSA weekly meetings to discuss progress of effective interventions f) SENCo. Termly IEP meetings to discuss progress towards targets and modifications where necessary. Collaboration with SEND governor involvement g) Milestone pupil progress meetings h) SENCo completing SENCo qualification by August 2020 i) Evaluation of current expertise across current LSA and re-deployment as needed	HT, AHT, SENCo., Class teachers, LSAs, ELSA		All staff have increased understanding, confidence, awareness and skills in working with children with SEND including office staff and Midday Lunchtime Supervisor

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Outside classroom project • Disabled parking bay • Disabled toilets and changing facilities	**Medium term** Ensure that all entrance and access points are suitable for wheelchair users and other disabilities. Furniture is suitable for disabled access. Improve visibility for wheelchair users or mobility frame users Ensure availability of disabled parking bay for all visitors/ parents/ children/staff Improve signage in school grounds to show disabled access points.	Completed Arrange marking to take place Communicate availability to visitors etc. via school website	HT HT SAO SAO SAO	When required When required Parking bay now available; 2020 Ongoing Sept 2020	Improved access for wheelchair users Improved access for wheelchair users Parking available for all visitors/parents/staff/children; clearly stated on school website Disabled toilet and changing facility available for all visitors/parents/staff/children; clearly stated on school website

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy