

**Broad Oak  
Primary  
School**



## **ACCESSIBILITY PLAN**

January 2017

# **BROAD OAK PRIMARY SCHOOL ACCESSIBILITY PLAN 2017 – 2020**

## **PURPOSE OF PLAN**

The purpose of this plan is to show how Broad Oak Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

## **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.

## **LEGAL BACKGROUND**

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. Further legislation: Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

## **AREAS OF PLANNING RESPONSIBILITIES**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits);
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education);
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame).

## **CONTEXTUAL INFORMATION**

Broad Oak Primary School has a long and proud history of inclusion for disabled pupils, despite, for much of its time having one of the least auspicious physical environments (no school lift for example). Broad Oak has a range of stakeholder forums e.g. Broad Oak Cares and Parent Partnership which has been involved over time in the development of this plan.

Through late 2013 – to October 2014 the school had a new seven classroom and ICT/Library extension and the reception / offices were remodelled. The new building has, disabled toilets with alarm cords, and there is wheelchair access to all entrances to the front and rear of the school.

To the rear of the school and playground areas there is a ramp for disabled pupils and a sloping path leading down to the school field and play areas. Disabled pupils may need support when entering the wild garden as there is an upward gradient to reach the garden itself.

## **THE CURRENT RANGE OF DISABILITIES WITHIN BROAD OAK PRIMARY SCHOOL**

The school has children with a range of disabilities including moderate and specific learning difficulties. We have a small number of children who have physical impairments and/or medical conditions. We also have pupils with a range of learning difficulties and communication disorders. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils.

When children enter school with specific disabilities, the school immediately contacts the local authority professionals for assessment, support and guidance for the school and the parents/carers.

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a safe and secure place which is easily accessible for First Aiders and staff members.

## **INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM**

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. Broad Oak actively seeks the views of key stakeholders in identifying potential barriers for disabled pupils. We have One Page Profiles and or Child Centred Plans produced in partnership with the pupils and parents, which identify how best the child needs and wants to be supported in their access to the curriculum.

Improving teaching and learning lies at the heart of Broad Oak's school work. Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.

## **IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL**

This includes improvements to the physical environment of the school and physical aids to access education. When necessary, school seeks the advice of the school nurse or outreach

from specialist teams to produce: Individual Health Care Plans, Emergency Medical Protocols and Personal Emergency Evacuation Plans. These plans are reviewed on an annual basis.

We have a school building that meets the needs of all pupils. Currently we are introducing a “makaton sign of the week”. Provision will be negotiated when the child's specific needs are known.

We have a wide range of equipment and resources suitable for the day-to-day use of children in the age range. We will constantly keep under review resource provision. The School Improvement Planning Process will be the vehicle for considering such needs on an annual basis.

### **IMPROVING THE DELIVERY OF WRITTEN INFORMATION TO DISABLED PUPILS**

In planning to make written information available to disabled pupils, we again need to establish the level of current need and be able to respond swiftly to changes in the range of need. For example, it would be a misuse of finite school resources to commit funding to providing Braille or large print versions of all school materials if there are no children on roll who need such access. Such expensive resources might sit unused, eventually becoming out of date. However, the school will need to identify agencies and sources of such materials to be able to make provision whenever it is required. Clearly, the school's sophisticated ICT infrastructure will enable us to access a range of materials supportive to needs.

Teachers will always need to be sensitive to presenting materials to children in appropriate medium e.g. increased font size or voice amplification, should that be necessary. This is a core part of a teacher's work.

### **CONCLUSION**

Broad Oak is a fully inclusive school which provides for all its pupils. The school is well placed to meet the Disability Discrimination Act in its current physical environment. This school works successfully with multi-disciplinary professional teams to deliver the right education for all pupils. Staff training will continue be a priority in our responsiveness for the future.

**Accessibility Plan adopted by the Governing Body**                      September 2014

**Accessibility Plan to be reviewed every year**                                      Reviewed and updated  
January 2017

**Accessibility Plan renewed every three years**                                      Spring 2020