



Broxbourne CE Primary School
and
Extended Schools

Accessibility plan

Approved by Governors	February 2024
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Signed (Chair of Governors)	

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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 ensure that all children, including those who have SEND, medical or physical needs or other additional needs are able to access and participate in a full, inclusive curriculum and to be given every opportunity to thrive. Additionally, we intend that all members of the school community are able to access all that the school can provide for them in an appropriate manner.

Broxbourne CE Primary School aims to treat all its children and stakeholders fairly and with respect. This involves providing access and opportunities for all people without discrimination of any kind and proactively acting to remove obstacles to access.

Broxbourne CE Primary School's Vision and Values and the documents on Equality, SEND and Inclusion have guided the preparation of the Accessibility Plan.

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

Broxbourne CE Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Broxbourne CE Primary School's complaints procedure covers the accessibility plan.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff, governors and children, including the EDI forum and House Captains.

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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

- **Aim 1:** To ensure that all children, including those who have SEND, medical or physical needs are able to access and participate in a full, inclusive curriculum

Our key objective is to reduce and eliminate any barriers to accessing the curriculum and to ensure full participation in the school community for children and prospective children, with a disability, medical condition or other access needs including SEND. Provision may include: liaison with specialists; CPD for staff; a differentiated curriculum; specialist resources to support learning and access to the curriculum; a range of support staff including trained teaching assistants; access to specialist equipment; specialised timetables and access arrangements in place for statutory testing.

Current good practice: Our school offers an appropriate curriculum for all children- taking into account individual needs. Some children have individual timetables which include participation in whole class teaching; some individual or small group activities with an adult- such as a teacher or TA and opportunities to undertake specialist-directed activities (e.g. SaLT, physio, sensory activities or motor skills work). These are usually created in line with a child's EHCP although there may be times that these provisions or timetables are put into place for a child without an EHCP.

We use resources tailored to the needs of children who require support to access the curriculum such as texts with large print/coloured pages/dyslexia-friendly fonts; tactile resources; curves writing pens/pen grips; supportive cushions etc. Curriculum resources represent diverse people, cultures and experiences including examples of people with disabilities; illnesses and additional needs.

Curriculum progress is tracked for all children, including those with a disability; targets are set for all children effectively and are appropriate for children with additional needs.

The curriculum is regularly reviewed to ensure it meets the needs of all children. Staff are aware of the needs of their classes and the school community and are considerate of these.

Transition times are carefully planned for and individual needs are considered. Staff communicate within school; across settings and with parents and carers to ensure smooth transition for all children including those with additional needs.

Examples:

Close liaison with education or medical specialists in order to provide personalised curriculum; activities or support.

Attachment training; Epipen training; Autism training. Diabetes training.

Participating in Down Syndrome Day.

Staff Makaton training (including for wrap-around care).

Celebrating school-chosen charities and raising awareness of the needs of others.

School resources recognise and celebrate diverse people, cultures and experiences.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To use the Hertfordshire transitions toolkit to ensure appropriate transfer of new children to Early Years.	Identify children who may need adapted or amended provision Identify families who may need support or adapted provisions	May-July	Admissions Lead EYFS Lead EYFS Teachers SENCo	Children needs will be met. This may include adapted/amended provision Any parent, carer or family member who needs additional or adapted provision will have this need met
To liaise with educational establishments to prepare for the intake of new children who transfer within year	Identify children who may need adapted or amended provision Identify families who may need support or adapted provisions	On-going	Admissions Lead Headteacher Teachers SENCo	Children needs will be met. This may include adapted/amended provision Any parent, carer or family member who needs additional or adapted provision will have this need met
To liaise with secondary schools to prepare for a smooth transition of children with disabilities and/or additional needs (including mental and/or emotional health needs)	Share information about children who may need adapted or amended provision Ensure children are supported in transition	May-July	Teachers SENCo	Children will be appropriately supported in transition. Secondary schools will have appropriate knowledge, information and strategies share to ensure secure and smooth transition
To liaise with future educational settings of any child who leaves Broxbourne CE Primary outside of conventional exit points. (e.g move to specialist provision/ move out of the area)	Share information about children who may need adapted or amended provision Ensure children are supported in transition	On-going	Headteacher Teachers SENCo	Children will be appropriately supported in transition Other educational establishment will have appropriate knowledge, information and strategies share to ensure secure and smooth transition
To ensure that as policies are reviewed, they reflect inclusive practice and procedure	When reviewing policy, ensure compliance with the Equalities Act 2010 When necessary or relevant, consult the EDI forum for guidance or comment	On-going	Headteacher Governors SLT	All policies reflect inclusive practice and procedure
To establish and maintain close relationships with	Promote partnership working and information sharing	On-going	Headteacher	All members of the school community feel supported, welcome, respected, valued and

parents, carers and the school community	Promote, build and maintain positive relationships between the school and home Provide opportunities for parents/carers to be part of the school (e.g. PTA, invitations to attend assemblies/events, EDI forum) Ensure access to school is available for all parents/carers		Teachers SENCo SLT	involved in the school All members of the school community feel that their voice is heard; listened to and responded to
To establish and maintain close working relationships with outside agencies for children with additional needs	To promote partnership working and information sharing to meet children's needs To seek and accept expert advice, help and guidance to best benefit a child To implement the practice recommended by expert advisors	On-going	Headteacher SENCo SLT Teachers Support Staff	Regular meetings arranged and held with appropriate external professionals Guidance and support sought from County and other sources when necessary Positive relationships built with external agencies Staff are equipped with appropriate knowledge, support and strategies Children benefit from the impact of this work
To appropriately meet the needs of children with a disability, medical condition or other access needs to ensure full and appropriate access to the curriculum	Work with the child and their family to ensure needs are met and the families are supported, confident and happy Complete personalised risk assessments, EHCPs, ISPs, pupil passports, pupil profiles or other access plans for individual children or groups when needed. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that all staff are appropriately trained and provided with what they need to meet the needs of the child	On-going	Headteacher SENCo SLT Teachers All staff	Children participate as fully as possible in the curriculum- to an appropriate level Children are provided opportunities to progress, succeed and challenge themselves within their own capacity. Appropriate considerations and reasonable adjustments are made to ensure access, comfort and happiness

To include children with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision	Work with the child and their family to ensure needs are met and the families are supported, confident and happy Complete personalised risk assessments and access plans for individual children when needed Liaise with external agencies, identifying training needs and implementing training where needed. Work with the provider (e.g residential centre) to ensure needs can be met Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out Ensure that all staff are appropriately trained and provided with what they need to meet the needs of the child	On-going	Headteacher SENCo SLT Teachers	Children participate as fully as possible in the wider curriculum. Appropriate considerations and reasonable adjustments are made to ensure access, comfort and happiness

Aim 2: To ensure positive, meaningful, appropriate communication methods for all members of the school community, considering and addressing individual need.

We wish to ensure that all members of the school community feel welcome, supported and included. We aim for clear, coherent communication that is accessible for all.

Current good practice: Our school uses a range of communication methods to ensure information is accessible. This includes: the School Comms app; emails; telephone messages and conversations; the school website; letters; Google Classroom; Google Meets (including a captioning facility); Tapestry for all of Early Years and other specific children; translators funded by school; internal/external signage; display boards; large print resources; colour print resources; coloured overlays; Makaton; Communicating In Print; pictorial or symbolic representations.

Communication opportunities such as parents consultations and information meetings are always planned with the intent of increasing access for all parents, carers. This may mean on-line sessions, evening appointments and the opportunity for telephone discussions rather than face to face.

The creation of our community EDI (Equality, Diversity and Inclusion) forum provides opportunity for invested parties to hear from the school about the work in this area and to contribute suggestions, comments and guidance in order to continue to cater to the needs of the school community.

The use of Google Classroom and Tapestry to share information with children has been successful and has allowed for quick, effective communication, especially during school closure periods.

Examples:

Providing sign language interpreter for school productions and class assemblies.

Google translate button on school website so visitors can read information in another language.

Use of Tapestry for named children to ensure consistent communication.

EDI forum held termly.

Adult information sessions take place online.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To enable improved access to written information for children, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing	On-going	Headteacher Admin Team SENCo SLT Teachers	All those who need to access information in written form are able to do so
Ensure that reasonable adjustments are made for parents/carers with a disability, medical condition or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents/carers and make reasonable adjustments where possible Work with families to establish the best means of communication and adopt these as usual practice	On-going	Headteacher Admin Team SLT SENCo	Families feel included, valued and recognised Families are able to access information to the same standard as all other families
To increase provision of information supporting adult knowledge so that	Provide workshops (including online during evenings) to inform parents/carers about learning (e.g. phonics)	On-going	Headteacher SLT	Parents/carers feel informed, supported and part of their child's education

they can support children learning at home	Encourage communication and parent partnership in relation to supporting learning at home Provide resources or support for families (e.g questions in reading records) Use Tapestry for EY and named children to ensure parental knowledge		SENCo Teachers	Parent/carers feel confident to progress their children's education at home Parents/carers work with school to progress children's education and emotional wellbeing
To embed the EDI forum as an integral part of our school	Host the forum termly Ensure that all members of the school community feel welcomed and invited to attend Provide a supportive, inclusive and safe space for open, honest and meaningful conversation Apply the learning from these discussions to policy, action and all decision making to benefit the running of the school.	On-going	Deputy Headteacher SLT Headteacher Governors All staff	Meetings are held regularly and have positive impact. All members of the school community feel welcome, included and important. The school benefits from knowledge, understanding and support in order to improve the experience of all children, staff, parents, carers and visitors.

Aim 3: To ensure that emotional, social and mental health needs are recognised, addressed and supported to ensure comfort, security and safe access to all aspects of school life.

Safe, secure and happy children learn best and are most able to enjoy school and all it provides. If, for any reason, a child, staff member or parent/carer is scared, unhappy or suffering emotionally, it is our responsibility to best support that child or person. Reasons for this may include grief, bereavement, mental health concerns, response to SEND needs, co-morbidities or other concerns. It is our intention that any child, regardless of need, should be able to access and fully participate in education and social opportunities within our school. Similarly, any adult who needs help to access their role in the school should be provided with support. To do this, we will make reasonable adjustments and provide support in order to best meet their needs. Some aspects are already in place; others can and would be implemented were they to be necessary in order to meet a need.

Current good practice: School staff are attuned to emotional needs of children and care deeply about their mental and emotional states. The school works with parents, carers and external agencies to support individual children and address individual needs. The DSL/DDSL and Mental Health Lead oversee and

determine much of this practice. SLT are informed about this practice and monitor it. Some children access counselling through school or school supports access to outside agencies. Staff recognise and raise concerns if necessary and direct parents to appropriate support.

Example:

The Lancaster Model for Year 6.

Staff trained in Mental Health First Aid.

Strength in Mind provision and strong school relationship with HABS.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To support children and families where a child has additional emotional or mental health needs	Have honest and supportive conversations with families so all stakeholders can work collaboratively Be supportive, kind and non-judgmental Listen to the needs and concerns of families Direct families to available and appropriate help	On-going	Headteacher Teachers All staff SLT SENCo Mental Health Lead	Children and families will feel supported and able to discuss their feelings/experiences or needs with school Children and families are directed towards appropriate and useful help
To increase staff knowledge, understanding and awareness through training, conversation and research	Send staff on appropriate training and to then disseminate that information to relevant parties Support staff with developing own subject knowledge Guide, support and challenge staff to address misconceptions or gaps in knowledge Share resources, handouts and information with other practitioners Seek advice, support and guidance from external professionals when needed	On-going	Headteacher Teachers All staff SLT SENCo Mental Health Lead	Staff are able to confidently and appropriately address needs, concerns and/or incidents Staff feel confident and supported to undertake self-led research and to ask for help Staff grow in understanding and strategies to support those who need help
To mitigate the effects of	Build and maintain positive relationships	On-going	Headteacher	Children are able to access the curriculum

mental and emotional health concerns on learning and engagement	between staff, children and families Provide individualised support for children who need it (e.g. mentoring/early start/external support/access to comfort items) Ensure quality PSED and PHSE provision Identify and address concerns in the early stages Provide parents/carers with appropriate resources and support		Teachers All staff SLT SENCo Mental Health Lead	and extra-curricular provision to the best of their ability Children feel safe, secure and supported at school Families know that the emotional wellbeing of their child(ren) is the school's priority Families and school are able to work together to best benefit the child
To prevent mental and emotional health concerns from affecting school attendance	Send staff on EBSA (emotionally based school avoidance) training and then this will be shared across the school Direct parents towards support (e.g. NESSie in Education parental workshops) Talk to the children affected and create strategies Support families	On-going	Headteacher Teachers All staff SLT SENCo Mental Health Lead	Children attend school at all times unless physically unwell Children are given strategies to help overcome school avoidance Families are supported by school Staff are knowledgeable and supportive

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 body.

5. Links with other policies

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

- Health and safety policy
- Equality policy
- Special educational needs and disabilities (SEND) policy
- Supporting children with medical conditions policy