



**Broughton**  
Primary

# Accessibility Plan

	February 2018
Date Created or Amended:	Reviewed September 2022
	Reviewed September 2025
Date of next review:	September 2028

## Table of Contents

1	Introduction	3
2	Legislation	3
3	Objectives	3
4	Working Together	3
5	The School Premises	4
6	Extra-Curricular Activities	4
7	Accessibility Plan	5

## **1 Introduction**

- 1.1 At Broughton Primary Academy, our commitment is to provide high quality learning opportunities in a caring and friendly atmosphere. We have high expectations of every pupil, whilst recognising that education is a partnership. We all work together in an environment where each person feels that they belong and are valued. We strive to work together to improve children's confidence and self-esteem, whilst attaining their personal goals.

## **2 Legislation**

- 2.1 Since 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA 1995:

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

- 2.2 This Accessibility Plan is drawn up to comply with the current legislation and requirements, as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

- 2.3 According to the Equality Act 2010, a person has a disability if:

*“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.”*

## **3 Objectives**

- 3.1 Under this legislation, the main objective is to reduce and, where possible, eliminate barriers to accessing the curriculum and to enable full participation in school for pupils, staff, parents and visitors with a disability. The Broughton Primary Academy Accessibility Plan identifies how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and where practicable, make reasonable adjustments to accommodate their needs. Academy Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

## **4 Working Together**

- 4.1 At Broughton Primary Academy we will work alongside the Enquire Learning Trust in order to:
- Increase access for pupils with a physical disability and/or sensory impairments to the curriculum, amending the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats and be made available within a reasonable time frame on request.
- 4.2 The Academy acknowledges the parental knowledge of their child's disability and more importantly their rights to confidentiality. We will consider any particular needs of pupils i.e. additional time needed for an activity, any intervention or support by Learning Assistants, additional support of ICT, when writing and reviewing Pupil Personal Plans or Education Health Care Plans (EHCP).
- 4.3 The Academy's aim is to ensure all pupils have full access to the curriculum. If any pupil found a particular aspect of the curriculum difficult to experience, then we would seek appropriate advice from LA experts in order to maximise the pupil's involvement. Wherever possible, pupils will be given the opportunity to experience school visits. The individual pupil's needs are paramount in all decisions made.
- 4.4 Each class is of mixed ability grouping and our teachers understand that pupils have different ways of learning and adapt their lessons to the different groups within their class. We are aware how to access Local Authority services and training in order to support all our pupils and those who are in need of specialist support from external sources.

## **5 The Premises**

- 5.1 The physical access to Broughton Primary Academy has either level or ramped entrances/exits and there are accessible toilets in three areas of the building. The playground areas are fully accessible, as they have either level or ramped entrances/exits. All classrooms and corridors are large and able to cope with a wheelchair.
- 5.2 There is one set of steps within the school building meaning that a wheelchair user would have to exit and enter the building on the rare occasions it would be necessary to move between the two areas. If it was needed, adjustments would be made to the teaching spaces used or we would install a stair-lift.
- 5.3 The school has evacuation procedures in place and where necessary an individual plan could be set out in consultation with parents and the pupil. All areas of the school have designated routes to the main evacuation point, which is the main playground. Signage is clear and is in line with legislation and guidance.

## **6 Extra-Curricular Activities**

- 6.1 All pupils at Broughton Primary Academy have the opportunity to participate fully in the wide range of extra-curricular activities such as sport, music, clubs and visits. If further support is required, parents are involved in discussions and the final decision.

## 7 Accessibility Plan

Target	Action	Time-Scale	Success Criteria
<b>Curriculum Access</b>			
Enable greater access to learning resources.	Maintain levels of access to IT devices and use of assistive technology.  Teach children how to use e.g. screen reader technology.	Ongoing	Ratios across school will be 1:1 for all pupils from Y2 – Y6. Other pupils will have individual devices where needed.  Children confidently use devices to access greater range of learning resources.
Improve children's well-being.	Scheduled dedicated time for children to meet with ELSA (Emotional Literacy Support Assistant).  Wellbeing Room 'The Hive' created	Ongoing  Autumn 2025	All children that need to meet with the ELSA are able to.  Identified children's attendance and attainment increase.  Room created and use evaluated and improved.

Target	Action	Time-Scale	Success Criteria
<b>School Environment</b>			
Maintain accessibility in outdoor environment.	Redesign outdoor learning environment for EYFS to ensure fully accessible and install.	Autumn 2025	New outdoor learning environment created which is accessible by all.
Ensure sensory needs of children are met.	Revise display policy to ensure that indoor spaces are not overwhelming for children with sensory needs.  Children will be provided with ear-defenders on a needs basis.	Autumn 2025	All classrooms and shared spaces will follow revised display policy.  Children will confidently choose to use ear-defenders when this helps them e.g. whole school assemblies.

Target	Action	Time-Scale	Success Criteria
<b>Provision Of Information</b>			
Increase children's awareness of equality.	Provide dedicated assemblies to introduce equality issues.	Ongoing	Assemblies held, displays showcase equality and behaviour records show children to be more tolerant and caring.
Improve access to information for stakeholders.	All materials to be sent out via Bromcom MCAS app to ensure that all parents have access to current information and archive.  Website updated and all key documents available digitally.	Ongoing	All information is available via MCAS.  All key document available via website.