



BROUGHTON PRIMARY SCHOOL

**ACCESSIBILITY PLAN
SEPTEMBER 2021**

APPROVED BY¹:

Name: Dr H Morgan

Position: CHAIR

A handwritten signature in black ink, appearing to read 'H Morgan', is written over a faint horizontal line.

Signed:

Date: 07.09.2021

Review Date ²: September 2022

¹ The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

² This document should be reviewed every 3 years

CONTENTS

1. INTRODUCTION	3
2. DEFINITION OF DISABILITY	3
3. REASONABLE ADJUSTMENTS.....	4
4. AIMS OF THE ACCESSIBILITY PLAN	5
5. KEY OBJECTIVES	6
6. CONTEXTUAL INFORMATION.....	6
7. DEVELOPMENT	6
7.1 The Purpose and Direction of the School's Plan: Vision and Values.....	6
7.2 Information from Pupil Data and School Audit.....	7
7.3 Views of those Consulted during the development of the Plan.....	7
8. SCOPE OF THE PLAN.....	8
8.1 Increasing the extent to which disabled pupils can participate in the school curriculum	8
8.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.....	8
8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled	8
8.4 Financial Planning and Control	9
9. IMPLEMENTATION	9
9.1 Management, Coordination and Implementation.....	9
9.2 Monitoring.....	9
10. RELATED POLICIES	10
APPENDIX A(i) - Improving Access to the Curriculum	
APPENDIX A(ii) - Improving Physical Access	
APPENDIX A(iii) - Improving Access to Written Information	

1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEN.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other

resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing special educational needs statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Broughton Primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's Special Educational Needs (SEN) policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Broughton Primary School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION

- Broughton Primary School is in a rural location situated between the villages of Great and Little Broughton. It is 3 miles from Cockermouth and has one Village Store/Post Office, a Bakery, 3 religious buildings and 5 Public Houses.
- Broughton Primary School is an Academy serving children between the ages of 3 and 11 with a current roll of 144, fully inclusive to all children.
- Our children are drawn from a wide range of socio-economic backgrounds with only 3 of our children multi-ethnic.
- The vast majority of our children transfer to Cockermouth Secondary School and we are part of a local consortium of primary schools who feed into Cockermouth School.
- The school building is approximately 160 years old but is in a good state of repair having undergone extensive building work in recent years including roof repairs, new central heating system, internal ceilings and lighting throughout.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

Pupil's

- Acquire the basic tools for learning – numeracy, literacy and spoken language
- Develop enquiring, imaginative minds
- Achieve their full potential
- Become independent, self motivated and self disciplined
- Develop creative abilities
- Develop interests and skills which will inspire them to make the best use of leisure time
- Develop a wide range of physical skills

Life skills

- Learn to be a good citizen
- Respect people's differences
- Be able to live and work co-operatively
- Develop positive attitudes and belief

Community

- To maintain strong links with parents and maintain a high reputation for the school
- Encourage the use of school for the community at large.

Broughton Primary School:

- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.

7.2 Information from Pupil Data and School Audit

Key starting points for the school's plan:

- The school has identified that we have, as at the start of the academic year 2021/22 7 students regarded as disabled under the terms of the DDA. These can be grouped as: hearing impaired **0**, physical mobility problems (non-wheelchair users) **1**, visual impairment **0**, Asperger's Syndrome **0**, Autistic **0**, epileptic **0**, diabetic **2** dyslexic **4**
- Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.
- **No** students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our administrative team;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community.

7.3 Views of those Consulted during the development of the Plan

A Parent Questionnaire was sent out during the Autumn 2013 term and one comment was received:

'Better waiting area at the rear of the school when waiting for Class 5 pupils'

Broughton Primary School will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that Broughton Primary School provides the best choices for students wanting to enrol here;
- consult the full Board of Directors/SEND Director;
- consult staff including specifically SENDCo, Health & Safety Committee;
- set up a structure to allow the views of students, both able and disabled to be taken into account;

- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

The school plans to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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 school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

8.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

Broughton Primary School will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

8.4 Financial Planning and Control

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

Broughton Primary School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

Broughton Primary School Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plans to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary on an annual basis. A new Accessibility Plan will be drawn up every three years.

9.2 Monitoring

Broughton Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

This will be done through:

- presentation in a section on the school website open to all visitors to the site;
- mention in the head teacher's newsletter of the availability of the plan;

We will ensure that the plan is available in different formats where requested.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Directors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that Broughton Primary School is aware of all support services that provide advice to schools and staff.

10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme, Policy/Objectives
- Staff Training and Development Plan
- Health & Safety
- Inclusion
- Special Educational Needs
- Educational Visits
- Whole School Behaviour
- School Development Plan
- Asset Management Plan
- Complaints Policy

Broughton Primary School Accessibility Plan

In drawing up this Accessibility Plan, the following were consulted:

- Full Board of Directors/SEND Director/relevant sub-committee
- Staff (teaching and support)/SENCo
- Parents/carers/community groups
- Pupils/school council

The plan was approved on:

DATE: September 7th 2021

Date of Accessibility Plan:

DATE: September 2021

Date for next Review:

DATE: September 2022

Senior Member of staff responsible for the Plan :

Mrs Anna Bewsher/Headteacher

Directors & Committees responsible:

Chair of Directors
Vice Chair of Directors
Senior Management Team
Health & Safety Committee

BROUGHTON PRIMARY SCHOOL ACCESSIBILITY PLAN 2021 - 2022

IMPROVING THE CURRICULUM ACCESS AT BROUGHTON PRIMARY SCHOOL

Statement	Evidence	Strategy and Timeframe	Achievement
All teachers and teaching assistants have the necessary training to teach and support pupils with a range of disabilities	Lesson observations	Staff Development Officer and Headteacher through Appraisal Cycle and discussions of lesson observations	All teaching good and outstanding
Classrooms are optimally organised to promote the participation and independence of all pupils	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Building Maintenance Plan	Increase in access to the National Curriculum
Full access to After School Clubs for children with disabilities	Photographs Planning	Academic Year 2021 onwards	Increase in access to all school activities for all disabled pupils
School visits are accessible to all pupils regardless of attainment or impairment	Photographs Written Evidence Planning Risk Assessment	Ongoing 2021-22 Funding to be applied for if and when necessary	Access to all school visits and residentials for all pupils regardless of attainment or impairment
All staff have high expectations and remove barriers to learning and participation for all pupils	Lesson observations	Timetable Lesson Observations Ongoing 2021-22	Increase in access to the National Curriculum
All staff plan for additional time required by some disabled pupils to complete tasks within lessons or use specific equipment	Lesson Plans Children's Work	Will be addressed through lesson observations. Any needs that arise are met through staff development opportunities when needed	Children with disabilities are successfully included in all aspects of the classroom curriculum

BROUGHTON PRIMARY SCHOOL ACCESSIBILITY PLAN 2021-22

IMPROVING THE PHYSICAL ACCESS AT BROUGHTON PRIMARY SCHOOL

A Building Maintenance Plan was carried out by the Building Committee in 2012 and reviewed in Autumn 2016 and a number of recommendations made:

Building Maintenance Plan	Item	Activity	Timescale	Cost £	Responsibility
	Access to school office	Create new entrance to school which is accessible by parents, staff and children with physical disabilities. Applications have been made annually since 2013, but have not been successful so far. Local architect's services to be secured for the next round of bidding, November 2018	2013/2014 2014/2015 2018/2019 2019/2020	£200,000	Members of Building Committee
	Improve acoustics in the school hall	Investigate means of improving the acoustics in the hall which is currently very noisy during lunchtime in particular and reduce background noise	2019/20	£6,000	Members of Building Committee
	Waiting area for parents at the rear of school	Create a sheltered area at the rear of school for parents while waiting for children to leave the building	2016/17 2018 and ongoing	To be explored	Members of the Building Committee
	Possible classroom extension	Discussions currently taking place between Storey builders and school re a sum of money available for an extension should planning approval be given for 65 new homes in the village	Summer 2018	£230,000	Chair of Finance & SLT
	Possible classroom extension	Discussions currently taking place between Derwent Forest developers and school re a sum of money available for an extension should planning approval be given for 75 new homes in the village	September 2021	£150,000	Chair of Finance & SLT

BROUGHTON PRIMARY SCHOOL ACCESSIBILITY PLAN 2021-22**IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT BROUGHTON PRIMARY SCHOOL**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve	Send out a survey to parents/carers regarding quality of communication	School is more aware of the opinions of parents/carers and acts on this	Autumn 2021	Parental opinion is surveyed and action taken appropriately
Raise the awareness of adults working at and for the school on the importance of good communications systems	Arrange training courses when specific needs arise	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of pupils