



To be read in conjunction with all other policies plus:-
Equality and Diversity Policy

Accessibility Plan 2017 -2020

The Headteacher and the Governing Body of Broadway Infant School have ensured:

Environments

Physical access to central facilities and teaching accommodation is fully accessible. The school has a well resources disabled toilet facility which has a shower, handrails and a changing bench. The school has a disabled parking bay.

Curriculum provision and resources

The school is pro active in seeking the support from outside agencies in relation to meeting the needs of disabled children, for example it can utilise when necessary:

Local authority officials that can provide support to develop provision within the school

Health service staff for example:

- Speech and Language Therapists
- Occupational Therapists
- Audiologists
- School Nurse
- Health Visitors
- Sensory Impairment advice is also available from the Sensory Service

Voluntary Charities and Institutions that can support the provision of the school for example:

- Barnardos
- British Dyslexia Association

The school employs and values the role of SENCO. This is demonstrated through it's inclusion in the job description of the post of a senior leader.

The school is responsible for providing a broad and balanced curriculum that all children with learning difficulties access through differentiated planning using the SEN framework.

Extended Schools

We ensure all children can access any clubs provide by the school and external providers are encouraged to ensure that all pupils can similarly access the clubs they provide on our premises.

Senior staff and governors will always check for any known changes in legislation or local requirements which they should take into account in relation to all aspects of this plan before proceeding with any accessibility development or initiative.



Information

We constantly review and develop the teaching methods and strategies we use so that we can effectively support all children accessing information whatever their needs; for example:

- Use of MAKATON
- Visual timetables
- Quiet tent provision in classrooms for time out space

Teachers effectively model good communication skills using very clear and precise spoken and written words.

Clear information is provided for Parent/Carers in the school prospectus and on the website which the school is able to provide in a variety of formats on request.

Accessibility Action Plan 2017-2020

The school will:

1. Ensure that appropriate links to accessibility are made in all training that it arranges
2. Ensures that all staff are aware of training opportunities linked to SEN provision provides by either the Local Authority or other agencies
3. Ensure that the Governing Body keeps informed in relation to their responsibilities towards the inclusion of pupils with disabilities and has appointed an SEN Governor
4. Ensure manual handling training is given to any staff who would require this as part of their role.
5. Incorporate the latest recommendations into existing guidance for staff so that they can confidently meet the needs of all the children in their care.

Environmental

The Headteacher and the Full Board of Governors will ensure that considering accessibility needs will be an integral part of any job specification which is drawn up in response to any planned building improvements or refurbishment work.

Physical

(Accessibility for disabled people who are wheelchair users and those with impaired mobility).

Broadway infant School will:

1. Continue to maintain and review the condition of the physical building and space around the school to enable the access of individual

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disabled pupils, parents/carers and staff where it is practically possible and provides efficient use of resources.

2. Ensure that all building programmes and improvements linked to our school comply with the latest accessibility legislation and requirements

Visual

1. Complete and audit of the visual environment and make improvements on the basis of the audit where it is practically possible and provides efficient use of resources.
2. Ensure that the Sensory Support Service are accessed if a child with this disability decides to be admitted to Broadway Infant School so that they can support transition to school.
3. Facilitate the access of any pupil who decides to attend Broadway Infant School who has Visual Impairment

Hearing

1. Complete an audit of the hearing environment and make improvements on the basis of the audit where it is practically possible and provides efficient use of resources.
2. Ensure that the appropriate support service in Health and the Local Authority are accessed promptly if a child with this disability decides to be admitted to Broadway Infant School so that they can support transition to school.
3. Facilitate the access of any pupil who decides to attend Broadway Infant School who has Hearing Impairment.

Autistic Spectrum disorder or Behavioural, Emotional or Social Difficulties

The school will ensure that they consider internal or external time out spaces when arranging classroom or external playground spaces.

The school will re designate the amber room into a child friendly withdrawal space if this is required for an individual child or will reduce distraction for individual pupils with Autistic Spectrum Disorders where it is appropriate and an efficient use of resources.

The school will ensure they access Inclusion Support Co-ordinators, Occupational Therapists and Educational Psychologists and their supporting Officers, provided by the Local Authority or others to assist with issues

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regarding individual pupils as and when they arise where it is appropriate and an efficient use of resources.

Admissions

The admissions to Broadway Infant School are decided by the South Gloucestershire Local Authority.

Transport

The provision of Transport for disabled pupils is decided on and provided by South Gloucestershire Local Authority.

Signed:

(Full Governors Meeting)

Chair of Governors

Date: 22nd May 2017

This policy will be reviewed as part of 3 year cycle.