Accessibility Pan

Accessibility Plan

At Broomgrove Infant School, we endeavour to create a happy environment in which all children thrive and want to do their best. We are committed to giving each and everyone of our children an equal opportunity to achieve the highest standards. We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have the highest expectations for all children. The achievements, attitudes and well-being
of all our children matter.

Purpose of the Plan
This plan shows how Broomgrove Infant school intends, over time, to increase the accessibility of our school for disabled children, staff, governors, partners/carers and visitors.

Definition
A person has a disability if he/she/they has a physical or mental impairment that has a substantial and long-term adverse effect on his/her/their ability to carry out normal day to day activities.
The term 'accessibility' covers 4 main areas:

- Staff and governors' awareness and understanding of disability and inclusion issues
- The physical environment
- Access to the curriculum
- Communication with children and adults

Staff and governors' awareness and understanding of disability and inclusion issues 2022 onwards

Area for Development	Strategies	Responsibilities and timescale	Cost	Outcome
To ensure staff with disability rare treated appropriately after diagnosis/treatment of medical conditions as outlined within The Disability Discrimination Act(2005)	To ensure that an appropriate phased return to work is possible.	Headteacher ongoing	Subscription to staff insurance scheme	Optimal levels of inclusion and return to the workforce.
Relevant members of staff trained in matters concerning the specific disabilities of children in their class	Review staff training needs. Staff access to appropriate CPD	SENCo and/or headteacher Possible involvement of specialist agencies and training providers.		Lesson visits, as well as observations of children by specialists to ensure that reasonable adjustments are in place.
To ensure that the Disability Discrimination Act issues are regularly considered by Governors	Termly report covering equality and SEND issues that have arisen during the term	Headteacher	Time	Governors are well informed and proactive regarding DDA

The physical environment

Area for Development	Strategies	Responsibilities and timescale	Cost	Outcome
The school is aware of the access needs of disabled, children, staff governors, parent/carers and school visitors	Be aware of staff, governors and parent's access needs and meet as appropriate. Consider access needs during the recruitment process.	Headteacher Ongoing		All staff and governors feel confident that their needs are met
Ensure that all disabled pupils, staff and volunteers can be safely evacuated	Ensure all Personal Emergency Evacuation Plans are updated and in place	Headteacher	Time	All disabled pupils and staff can be evacuated safely

Access to the curriculum

Area for Development	Strategies	Responsibilities and timescale	Cost	Outcome
To increase access to the curriculum for pupils with a disability.	To review the SEND provision and use data to resource appropriately. To ensure adaptations are made to ensure children are able to access the curriculum fully. Target LSA resources appropriately across the school.	Annually or as needed	Staff budget Send budget	To provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National curriculum, which underpin the development of more inclusive curriculum.
To enable children to use alternative means of recording and reporting.	Use of ICT equipment and other forms of technology to aid recording	SENco All staff		Improved access and opportunities for all
Development of the outside area	Improve opportunities for pupils the development gross motor skills	Headteacher		Improved access and opportunities for all

Communication with children and adults

Area for Development	Strategies	Responsibilities and timescale	Cost	Outcome
Provide parents and carers with staff email addresses	Email guidance provided to parents. Access through tapestry and Teams	Headteacher SLT	Time	Improved relationship between school and home
Provide opportunities to regularly meet members of the governing board	Governor available at school events and easily identifiable	Headteacher Chair of governors	Time	Greater involvement of all parents
Ensure the school takes account of disability issues through consultation via appropriate forums	Where appropriate consult on issues with Governors, staff, school council and the wider school community	Ongoing	Time	All can access information about the school