

Broughton Community Schools

Ensuring every child THRIVES

# Broughton Community Schools



## Accessibility Policy

September 2025

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## **Purpose**

The purpose of this plan is to show how Broughton Community Schools which refers to Broughton Infant School (BIS) & Broughton Junior School (BJS) intends, over time, to increase the accessibility of our school for disabled pupils. Broughton Community Schools are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

## **Broughton Community Schools Vision and Values**

To enable all our children to lead physically and mentally healthy lives, ensuring every child THRIVES in their learning during their time at Broughton Community Schools.

Our curriculum is grounded in seven main curriculum drivers:

T – Teamwork and Belonging  
H – Health and Wellbeing  
R – Reading for Pleasure  
I – Innovation  
V – Vocabulary and Oracy  
E – Enrichment  
S - Sustainability

## **Values**

We have 6 core values in school that are celebrated through weekly assemblies, certificates, our PSHE curriculum and our everyday life in school:

- Friendship
- Resilience
- Responsibility
- Honesty
- Ambition
- Kindness

It is vital to teach, display and embrace, through our curriculum and school life, the understanding of British Values. This is taught through our curriculum and through the work of the Pupil Parliament, the Primary Minister and their Cabinet. Through this learning the children gain an understanding and knowledge of the following British Values:

- Democracy
- Rule of Law
- Liberty
- Respect
- Tolerance

## **Definition of Disability**

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

a) He or she has a physical or mental impairment.

b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out 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.

### **Legal Background**

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises,

### **Admission**

Prior to the admission of any pupils with specific accessibility requirements a full assessment will be undertaken, including site visits to their present education provider, to ascertain the nature of their requirements. The assessment will involve the pupil, the parents/carers, the Local Authority and school staff.

Where current facilities are not suitable the school and the Local Authority will agree the appropriate action to be taken, the timescale for delivery and the funding source to be used for providing this.

### **Physical Access**

Current arrangements include:

- Ramp access to BIS main front doors leading to school reception and through this access onto internal corridors giving level access to any classroom.
- Outside Ramp access to all BIS Classrooms.
- 4 level entrances to BIS Main Hall.
- Good level access to all BIS Classrooms
- Level access to the playground from internal corridors to playgrounds and outside learning areas.
- BIS has 2 Disabled toilets which meet DDA regulations and are located in the Main Corridor by the Playground exit and within Cygnets Classroom.

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- Ramp access to BJS main front doors leading to school reception and through this access to the Library and School ground floor level.
- Ramp access from Hall to internal courtyard.
- Ramp access to year 6 classrooms
- 5 level entrances to BJS Main Hall
- Good level access to all BJS classrooms.
- Level access to Field and outside learning areas from all classrooms.
- BJS has 3 Disabled toilets which meet DDA regulations and are located in the school reception area, outside staffroom and outside the "Bridge".
- Both Schools have designated disabled parking spaces close to the School entrances.

The original school buildings are over 60 years old and, as such, were never designed for disabled access. However, the school will continue to respond to changing needs as necessary, should the need arise.

Proposed future arrangements include:

- Adding exit push pads to all disabled toilets to allow ease of exiting.
- Changing main route Fire Exit Doors to allow a larger door and smaller leaf door help wheelchairs exit if required.
- Removing paving slabs around the School and laying a level tarmac surface.

Additionally, all new building and refurbishment plans will take account of providing suitable access in conjunction with Buckinghamshire Council.

### **Curriculum Access**

Where possible we will ensure that pupils have access to all curriculum areas. This may involve the support of a Learning Support Assistant where needed. For example, every effort will be made to make school visits and journeys possible and inclusive for all children. This will be achieved by; a suitable choice of venue to minimise risk and by thorough forward planning to ensure that all pupils can gain best value from the experience.

We will ensure that pupils have access to a full range of after school clubs as offered by the school and that adjustments to the offer are made in terms of environment, aids and staffing.

When planning pupils' work, the staff will take into account the abilities and needs of all the pupils and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles, resources and access strategies.

### **Training**

Broughton Community Schools are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues for specific pupils. Learning Support Assistants (and where required teachers) have been given specific training to fulfil their role and this is repeated as required.

Members of staff, both teaching and support, have been trained to provide onsite first aid when required and request medical assistance if needed. Training is updated every 3 years as a minimum.

### **Information and Communication**

Depending on the specific communication issue, alternative forms of information will be provided for users as appropriate. For example:

- Signing facilities will be provided at parents evenings for those with hearing impairment if required.
- Language support and translation will be available for those that require it.
- The school website will accommodate those with particular requirements, e.g. font style and size.
- Information provided by the school will be in a suitable format for specific parents/carers when requested.
- If needed pupils will be able to record work in digital format rather than written form.

**Responsibility for monitoring and review**

All staff and Governors have a responsibility to monitor and review accessibility needs.

Governor Health and Safety walks ensure accessibility needs are reviewed termly.

This policy will be evaluated and reviewed as a minimum every three years to ensure its continued validity.

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Aims	Current good practice	Objectives	Persons Responsible	Completed by and notes
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>· Our school offers a differentiated curriculum for all pupils where needed</li> <li>· We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>· Curriculum resources include examples of people with disabilities</li> <li>· Curriculum progress is tracked for all pupils, including those with a disability</li> <li>· Targets are set effectively and are appropriate for pupils with additional needs</li> </ul> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>To ensure all curriculum staff meetings review the accessibility for all pupils.</p> <p>In learning walks making sure that all children are able to access the curriculum through adjustments made.</p> <p>Ensure that book corners, texts, reading spaces contain texts that represent people with disabilities.</p> <p>Tracking sheets, pupil progress meetings, barrier documents track all pupils but also include those with disabilities.</p> <p>Appropriate targets are visible for pupils with additional needs on their SEN plans.</p>	<p>CR/CK/ All staff</p>	<p>Each term</p>
<p>Improve and maintain</p>	<p>The environment is</p>	<p>Disabled toilets are well maintained and accessible for all visitors and</p>	<p>Site manager/caretaker/CR</p>	

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<p>access to the physical environment</p>	<p>adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>· Ramps</li> <li>· Corridor width</li> <li>· Disabled parking bays</li> <li>· Disabled toilets and changing facilities</li> </ul> <p>Library shelves at wheelchair-accessible height</p>	<p>children.</p> <p>Ramps are well maintained, clearly painted and accessible for all visitors and pupils.</p> <p>Doors and doorways are accessible for all.</p> <p>Disabled parking bay is clearly marked in both schools</p> <p>Bookshelves are accessible in classrooms for all</p>		

Review date: September 2027

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