



Church of England
(Voluntary Aided)

Broadwas CE Primary School, Broadwas on Teme, Worcester, WR6 5NE

Broadwas CE Primary School

Our Vision

As a church school, rooted in Christian values, our vision is inspired by the miracle of the loaves and the fishes. This demonstrates God's provision and care for us all through the generosity of one young child. By valuing each individual within our school family, we enable everyone to grow and flourish at Broadwas by providing a relevant, inclusive and knowledge rich curriculum in a stimulating, fun and loving environment.

At Broadwas we 'Live Our Values Everyday'.

Legislation and guidance

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.

Accessibility Plan

A plan of the school is available.

Admission

When an application for admission to school is made by parents who have a child who is disabled, a meeting is arranged with the Headteacher to discuss any foreseeable problems. Liaison with the appropriate authorities takes place

as necessary, with the involvement of the school's Special Needs coordinator (Mrs Karen Smith).

Staff plan accordingly to ensure that any child with a disability is given the same opportunity for learning as his or her peers, and is not singled out as being different or less important. When necessary, children with disabilities are given appropriate Teaching Assistant support time. The school aims to increase provision for all pupils by monitoring and modifying the curriculum and the physical environment of the school. Where necessary the school will endeavour to make written information available in a variety of formats to parents/pupils in a reasonable time frame.

Accessibility: The Curriculum

- Lessons are planned so as to encourage all children to be able to participate, and involve work for individuals, pairs, groups and the whole class.
- All pupils are encouraged to take part in music, drama and physical activities. If necessary a Teaching Assistant is employed to work with a specific pupil to enable him/her to participate in PE and any other curriculum learning areas as appropriate.
- When available Teaching Assistants have access to specific training/liaison with other professionals
- Staff differentiate work to take account the different needs of pupils, and allow access to technology where necessary and as needed.

Accessibility: The Physical Environment

The school has undertaken an audit of access. The audit was made with the needs of the following groups of people in mind:-

- Wheelchair users
- People with reduced mobility
- Hearing impaired users
- Visually impaired (including blind) users
- People with learning difficulties

The school understands that a person has a disability if he or she has a mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

All of the school is on ground floor level and is suitable for use by disabled pupils, whilst there are steps into two classrooms from the playground, there are alternative routes which allow access without steps. There is a ramp down onto the playground.

There is not currently a disabled toilet in the school. Installation of this facility is planned – see below.

All areas of school are kept clear of clutter to enable free access for wheelchair users around the building. Emergency evacuation procedures have been set up to ensure the swift and safe evacuation of the building. Emergency fire exits are clearly labelled and marked throughout the school. Some of these require the use of steps, safe evacuation for wheelchair users is therefore planned to exit the building through the front door accompanied by a member of staff.

Our regular fire drills show that the school can be evacuated in approximately two minutes.

Signage is clear and all areas of school are well lit.

Window blinds have been fitted to all classrooms to reduce glare, thus making the rooms more accessible to visually impaired pupils.

Future Work

The school has secured funding to improve accessibility for disabled pupils, staff and visitors. A measured survey of the school has been completed (January 2022) and architect plans have been discussed (March 2022). Planned work is as follows:

- **Phase 1: Toilet facility for disabled people;**
- **Phase 2: Access ramps to the Year 5/6 classroom and to staff facilities in the School House;**
- **Phase 3: Access ramps from the Reception classroom to the outdoor areas and hard play areas;**
- **Phase 4: Access ramps from the car park side of the school to the main building and provision of a parking spaces for the disabled.**

Delivery of Information

Our school uses a range of communication methods to make sure information is accessible. This includes or can include:

- Internal signage
- Large print resources
- Braille
- Induction loops
- Pictorial or symbolic representations

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Head teacher and a member of the governing body.

It will be approved by the governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) policy

Special educational needs (SEN) information report

SEND policy

Medicines Policy

Reviewed and approved by the Governing Body 10th March 2016

Reviewed and approved by the Governing Body 9th April 2019

Reviewed and approved by the Governing Body 28th March 2022

Reviewed and approved by the Governing Body 6th February 2023