



BROADSTONE FIRST SCHOOL



POLICY :
**Accessibility Annual Review and
Action Plan**

Author: Updated by Clerk to Governors
Updated by governors annually

Review Body: Broadstone First School
School Standards Board

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Review Date: Spring 2021

BROADSTONE FIRST SCHOOL

Accessibility Annual Review and Action Plan

National background

Improving access to education and educational achievement for disabled pupils is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

The SEN and Disability Act 2001 amended the Disability Discrimination Act 1995 by introducing new duties on local authorities (LA) and schools in relation to disabled pupils and prospective pupils. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.

The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Additional provision under the Equality Act 2010 was introduced in September 2012, and relates to the requirement for schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable Adjustment duty.

The Disability Discrimination Act 2005 introduced the duty to promote disability equality from December 2006. This duty applies to schools and LAs, who have a planning duty to prepare and publish access plans and accessibility strategies in order to increase over time the accessibility of buildings, and access to education and information for disabled pupils. Schools' Access Plans should also consider access to after school activities and extended school activities if they are based on their school site. There is a requirement for maintained schools, pupil referral units (PRUs), academies and free schools to produce an Accessibility Plan.

The General Duty

This duty requires schools, when carrying out their functions, to have due regard to the need to:

- Eliminate discrimination that is unlawful under the Equality Act 2010;
- Eliminate harassment of disabled pupils that is related to their disability;
- Promote equality of opportunity between disabled people and other people;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life;
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The General Duty applies across schools' duties, and applies to disabled pupils, staff and parents/carers, along with other users of the school.

Reasonable Adjustment Duty

The Equality Act requires schools and LAs to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage. Reasonable adjustments meet the statutory when they act to prevent disabled pupils being placed at a substantial disadvantage, and when they enable pupils to participate in education and associated services.

When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on disabled pupils in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress.

Disability Discrimination

Our Accessibility Review is structured to complement and support the school's Equality Objectives and should be read in conjunction with the Trust's Equality Policy. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Accessibility is considered as an on-going concern in Trust schools and we will react to additional requirements as needed, in a timely fashion.

The following checklist is from the Disability Right Commission publication 'A Guide for Schools - Part 4 of the Disability Discrimination Act as amended by the SEN and Disability Act 2001 and the Equality Act 2010'.

We have outlined the school's response to the statements. Please note that examples quoted are not exhaustive.

| | Action needed/taken Comments |
|--|---|
| Is the School Standards Board aware of its duties under the Disability Discrimination Act and Equality Act? | The Trust Board has delegated responsibility to the School Standards Board. Responsibility has been delegated to the Director of Inclusion and the SENDCO. Access to the site is logged by the Estates Manager. Specific adjustments and provision, see below, illustrates that this awareness translates into appropriate action. |
| Do senior members of staff take their responsibilities under the Acts seriously? | As stated above, we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Accessibility is a high priority and considered as an on-going concern in Trust schools and we will react to additional requirements as needed, in a timely fashion. The Director of Inclusion holds an inclusion meeting weekly where she meets with the senior leaders. |
| Are all staff aware of their duties, including managers, teaching staff, learning support assistants, catering staff, caretakers and others involved in providing or supporting learning? | The Castleman Academy Trust Board, Staff and Governors at Broadstone First School are committed to ensuring inclusion for all stakeholders. As such they take their responsibilities extremely seriously. We are committed to high quality training to ensure stakeholders know their duties and have the resources to ensure equality of access for all to our school. |

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| Are you sure the policies covering admissions, education and associated services, and exclusions will not put disabled children at a substantial disadvantage? | All policies reviewed take into account our responsibilities under accessibility. All policies are reviewed in consideration of the principles of the Equality Policy. Reasonable adjustments are assessed and put in place as needed. Governors review key policies regularly and the SSB board is confident that policies do not disadvantage disabled children. |
| Does the school review its policies, procedures and practices to ensure that it will not discriminate against disabled pupils or prospective pupils? | All policies and procedures reviewed take into account our responsibilities under accessibility. Regular reviews by governors and senior staff are scheduled throughout the year. |
| Does the school make 'reasonable adjustments' in order to comply with the law? | A variety of adaptations have been made to the school as and when required. We regularly review the accommodation and continually look for ways to improve accessibility. It is important to note that due to budget restrictions, improvements will always be made when a need is identified, often through Educational Health Care Plans. |
| Has the school held training on the accessibility law and/or broader issues of disability equality? | Those with strategic responsibility attend training as required. The Dorset CC Health and Safety audit incorporates checks to ensure that statutory duties have been fulfilled, overseen by the Director of Inclusion. Processes are in place to ensure that these processes are followed, checked and recorded by the Trust. A governor visit to carry out a simple spot check for triangulation of the records will be arranged with the CEO. |
| Are there enough procedures in place to ensure that discrimination by staff will be picked up on and dealt with properly? | Yes, evidenced by: Disability Equality Statement Complaints Policy Register of complaints filed |
| Do the school's general plans take account of the need to make 'reasonable adjustments'? | Yes - see the accessibility register of works completed and list of works for the future. Evidence also available for specific individual cases. |
| Has the school an adequate and accessible internal complaint procedure? | Yes – refer to the following documents Complaints Policy (for parents) Grievance Procedure (for staff) |

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the school's Equality Policy.

ACCESSIBILITY REGISTER OF WORKS COMPLETED SINCE LAST REVIEW

| Works Description | Area | Work completed |
|---|----------------------|----------------|
| New LED lighting system | Main hall | Summer 2018 |
| Improved LED lighting as part of a large refurbishment | Buttercups classroom | Summer 2019 |
| New yellow non slip tape on stairs to mark out where each step is | Stairs to Year 4 | Annual job |

ACCESSIBILITY LIST OF WORKS FOR THE FUTURE

| Description of works | Area | Cost |
|---|--------------------|------|
| Hoist / changing bed for disabled toilet (Not enough space - looking into other options) | Disabled toilet | |
| Hearing Loop | Main Hall | |
| New front doors / adjustments to allow better access for any person visiting the school in a wheelchair | Main front doors | |
| Access / call system to main office too high for a person in a wheel chair / Disabled push pad to call? | Main front doors | |
| Many press to exit switches are too high for a person in a wheel chair to reach allowing exit to external areas | Whole school | |
| Make adjustments to room for better sound improvement (New ceiling / Curtains etc?) | Bright Sparks 2 | |
| Lighting for the whole school in general is in poor condition. New corridor / classroom LED lighting required | Whole school | |
| Fencing, gates & extension to improve access, safe guarding & security of site (CIF Bids submitted Dec 20) | Front of school | |
| Fire escape stairs to be re-painted with yellow paint | Year 4 Fire escape | |
| Internal door thresholds to be highlighted again with non-slip floor tape or paint | Whole school | |

Governors agreed that it was good practice to have a historical record of works to show a track record of support for accessibility.

ACCESSIBILITY REGISTER OF WORKS COMPLETED - HISTORICAL

| Works Description | Area | Work completed |
|---|--|----------------|
| Painted stair banisters yellow | Stairs to Year 4 | Summer 2017 |
| Painted rail/bar in cloakroom yellow | Year 4 1 st floor cloakroom | Summer 2017 |
| Painted hand rail of external fire escape stairs yellow | External fire escape stairs | Summer 2017 |
| Painted external steps and ramps with a yellow line | External areas | Summer 2016 |
| Repaint outside fire escape with new non-slip paint and paint the hand rail to in yellow. | Outside Year 3 | Summer 2015 |
| New suspended ceiling with acoustic rated sound absorbing tiles. | Onyx classroom | October 2015 |
| New energy efficient LED lighting panels. | Onyx classroom | October 2015 |
| Approx 40 fence blocks to be painted yellow so they can be easily seen when using as gazebo weights | | Summer 2014 |
| New DDA compliant lever tap fitted | Disabled toilet | December 2013 |
| 12 rubber fence blocks for netball/basketball stands painted in bright yellow (were grey) | Playground | December 2013 |
| Paint the edges of external steps yellow | Outside Year 2 | Summer 2013 |
| New lowered suspended acoustic ceiling | Diamonds classroom | Summer 2012 |
| 8 x spot lights fitted to light track to reflect light of ceiling giving a better quality of light | Diamonds classroom | summer 2012 |
| Sundeala acoustic boarding fitted around walls under new ceiling | Diamonds classroom | summer 2012 |
| New non slip acoustic type flooring / Step and pipe work boxed in with new flooring | Diamonds classroom | summer 2012 |
| Knock out wall between two toilets to make disabled toilet bigger and alter pipe work | Disabled toilet | Summer 2010 |
| Panic / call alarm system for disabled toilet | Disabled toilet | Summer 2010 |
| Make adjustments to door threshold to allow easy access for wheel chairs | Opals Classroom | Summer 2010 |
| Cut out section of concrete ramp and lay concrete again making sure there is no lip / trip hazard | Outside Year 2 | Summer 2010 |
| Paint external hand rails on concrete ramp yellow to mark it clearly | Reception Playground | Spring 2010 |
| Improve sound / new ceiling / curtains or sundela boarding | Year 3 landing area | Summer 2010 |
| Replace fluorescent lighting in Library area causing glare and distraction | Library | Summer 2010 |
| Vision Panel fitted to door to make sure children can be seen from the other side before opening | Music room | Spring 2010 |
| Shorten Railings on ramp allowing wheelchair move ability | Reception Playground | Spring 2010 |
| Vision Panel fitted to door to make sure children can be seen from the other side before opening | Rubies Classroom | Winter 2009 |
| Sound improving acoustic boarding (Sundela boards in blue) | Jade Classroom | Summer 2009 |
| New wheel chair lift for access from main school corridor to Library, ICT and reception | Library | Summer 2009 |
| Sofa moved from corridor area next to disabled toilet to improve access | Main corridor | Autumn 2009 |
| New lights fitted to above ceiling as part of the DDA works arranged by the BoP | Jade Classroom | Summer 2009 |
| New long handled taps with levers for ease of use | Year 1 & 2 Girl's toilets | Winter 2009 |
| New main corridor carpets x2 with yellow lines marking tops and bottoms of slopes | Main Corridors | Summer 2009 |
| New non glare lighting | Year 3 boys & girls toilets | Summer 2009 |
| New security Mirror - For use when opening the outward opening disabled toilet | Main Corridor | Summer 2009 |

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|--|-----------------------------|-------------|
| New slopping ramp into ICT suite | Library | Summer 2009 |
| New sound improving ceiling in toilets for children with hearing impairments | Year 3 boys & girls toilets | Summer 2009 |
| New sound improving ceiling fitted to classroom ceiling | Jade Classroom | Summer 2009 |
| New carpet with yellow lines marking top and bottom of slope into ICT suite | Library | Summer 2009 |
| New less noisy white board projector in classroom with child that has a hearing impairment | Jade Classroom | Summer 2009 |
| Disabled Car Parking space for school | Tudor Road | Autumn 2009 |
| Course sand paper safety marking tape on door threshold to help wheel chair grip on plastic. | Opals classroom | Autumn 2009 |
| Sound improving acoustic boarding (Brown) | Music room | Summer 2008 |
| Sound proofing acoustic boarding (brown) | Assembly hall | Summer 2008 |
| New tarmac pathway from front of school to rear of school for wheel chair access | front to rear of school | Summer 2008 |
| New lighting to replace glare lighting | Music room | Summer 2008 |
| Curtains to improve sound quality in classroom | Opals classroom | Summer 2008 |
| Door frames painted different colours to doors to distinguish between the two | Rubies Classroom | Summer 2008 |
| Hearing Loop | Main Office / Reception | summer 2008 |
| Blinds to reduce sun glare on white board and to improve sound quality | Sapphires Classroom | Summer 2007 |
| Curtains to improve sound quality | Music room | Summer 2007 |
| Curtains to improve sound quality | ICT Suite | Summer 2007 |