



# 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

**Date Adopted:** 28<sup>th</sup> April, 2021

**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
<b>Is the School Standards Board aware of its duties under the Disability Discrimination Act and Equality Act?</b>	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.
<b>Do senior members of staff take their responsibilities under the Acts seriously?</b>	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.
<b>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?</b>	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.

<b>Are you sure the policies covering admissions, education and associated services, and exclusions will not put disabled children at a substantial disadvantage?</b>	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.
<b>Does the school review its policies, procedures and practices to ensure that it will not discriminate against disabled pupils or prospective pupils?</b>	All policies and procedures reviewed take into account our responsibilities under accessibility. Regular reviews by governors and senior staff are scheduled throughout the year.
<b>Does the school make 'reasonable adjustments' in order to comply with the law?</b>	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.
<b>Has the school held training on the accessibility law and/or broader issues of disability equality?</b>	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.
<b>Are there enough procedures in place to ensure that discrimination by staff will be picked up on and dealt with properly?</b>	Yes, evidenced by: Disability Equality Statement Complaints Policy Register of complaints filed
<b>Do the school's general plans take account of the need to make 'reasonable adjustments'?</b>	Yes - see the accessibility register of works completed and list of works for the future. Evidence also available for specific individual cases.
<b>Has the school an adequate and accessible internal complaint procedure?</b>	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 <sup>st</sup> 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

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