

BROADSTONE FIRST SCHOOL BROADSTONE MIDDLE SCHOOL

POLICY:

Accessibility Annual Review and Action Plan

Authors: Head of School
Date: January 2026

Review Body: Broadstone First School
School Standards Board

Date Adopted: 28th January 2026
Review Date: Spring 2027

Author: Head of School
Date: February 2026

Review Body: Broadstone Middle School
School Standards Board

Date Adopted: 4th February 2026
Review Date: Spring 2027

**BROADSTONE FIRST SCHOOL
BROADSTONE MIDDLE SCHOOL**

Accessibility Annual Review and Action Plan

Aim

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils and parents
- Improve inclusivity of the setting

Our schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. 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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The schools support any available partnerships to develop and implement the plan.

This plan should be read in conjunction with Castleman Academy Trust's Equality Policy.

Our schools' complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

Our accessibility arrangements will be audited on 3 yearly basis which will identify areas of focus moving forward. The first audit will take place in Autumn 2024.

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.

This policy complies with our funding agreement and articles of association.

Action plan

The below action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Equality Impact Assessment

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

Action Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Increase access to the curriculum for pupils with a disability or additional needs</p>	<ul style="list-style-type: none"> • SEND Local Offer outlines specific support in place and resources available e.g. ear defenders, laptops • Our school offers a differentiated curriculum for specific pupils • We use resources tailored to the needs of pupils who require support to access the curriculum and staff have been trained on 'ways in' for students • Curriculum resources include examples of people with disabilities, as well as different cultures and backgrounds and regularly audited to ensure equality and diversity • Curriculum progress is tracked for all pupils • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Pupil progress meetings discuss individual students • Health Care plans, learning plans and EHCP plans • Annotated seating plans to support Learning Mentors to identify specific needs • Learning Mentors in place to support cover, instead of agency staff • Knowledge organisers are available online and given to students in person 	<p>All students have entitlement to access a full curriculum</p>	<p>Covering staff have access to regular updated information containing healthcare plans, learning plans, etc. Consider how this information is stored for cover teachers to access.</p>	<p>Head of School</p>	<p>January 2026</p>

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Health and Safety audit completed on 12.9.22 (BFS) and 19.9.23 (BMS) • Ramps at BFS and multiple points of access at BMS to ensure accessibility • Hive and Link provision are fully accessible and compliant • Platform lift, upper link lift and main lift (BMS) and platform lift (BFS) which are serviced by one company every 6 months and inspected by another company every 6 months • Standard practice to identify first and last steps with highlighted stair nosing for students with visual impairments • New carpet fitted in main corridor to distinguish start and finishes of slopes for visual impairments • Curb nearest main road and car parks identifiable for students with visual impairments • Corridor has been made wider at both schools through the installment of new fire doors • Lighting has been improved across both sites • Two disabled parking bays at BMS and one outside the school car park at BFS • Two disabled toilets and changing facilities across both sites – pull cords for alarm and strobes for fire alarm 	<p>Continually identify opportunities to enhance the physical accessibility of the site when considering new build projects.</p> <p>Pupil specific improvements to meet their particular needs will be prioritised where possible, taking into consideration budget restrictions and specific pupil funding.</p>	<p>Lift to be installed as part of new build at BFS</p> <p>Middle link installment of disabled toilet budget dependent</p> <p>Student focus group to identify their thoughts and feelings about the school site</p> <p>Staff questionnaire to identify their feelings about the physical site</p>	<p>Site team</p> <p>Site team & Executive Headteacher</p> <p>Head of School</p> <p>Head of School</p>	<p>September 2024</p> <p>Completed August 2024 SB 6/1/25</p> <p>Budget dependent (to be discussed at Finance meeting)</p> <p>Summer term and it is ongoing.</p> <p>Ongoing</p>

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	<ul style="list-style-type: none"> • Visible fire alarm system in middle and upper link to support those students with noise sensitivity • Evacuation chair located at the top of the stairs on BMS site • Evacuation chair to be purchased for the BFS site 	<p>Less risk of dysregulated children caused by noise</p> <p>Safe evacuation during a Fire Alarm from 1st floor to ground floor</p>	<p>SB has liaised with FL regarding strobes and sirens to ensure these meet the needs of both school sites</p> <p>To be purchased</p>	<p>Estates Manager</p> <p>Estates Manager</p>	<p>Sept 2025</p> <p>Completed & Monitoring during Fire drills</p> <p>Aug 2026</p>
<p>Improve the accessibility of information to pupils and parents</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Parent meetings convened for appropriate times that enable parents to attend • Standard visual timetables used across BFS, BMS and the Link • Parents can request printed copies of policies and information at the school office • Pupil specific resources created for needs e.g. larger print for visual impairments • Safeguarding policy and KCSIE available in other languages 	<p>Enable all parents and pupils to be able to access information in a timely way in a format that suits them</p>	<p>Information to be made available in other languages for parents and pupils</p> <p>Review website to identify how accessible this is for parents – focus group to support with this</p> <p>Encourage parents to identify us if they have any issues with accessing information or the environment – welcome packs & information evenings</p>	<p>Lianne Blake, Megan Pike & Jon Rose</p> <p>Lianne Blake & Jon Rose</p> <p>Head of School & office staff</p>	<p>July 2024</p> <p>July 2024</p> <p>No concerns were raised through the communication provided. Ongoing and SLT to be aware of families joining the school</p>
<p>Improve the inclusivity of the setting</p>	<ul style="list-style-type: none"> • Easily identified different coloured classrooms and chairs to support students with C&L difficulties 	<p>Further enhance our current provision to improve the</p>	<p>Improve external signage across both sites for visitors</p>	<p>Site team & Head of School</p>	<p>Not yet enhanced but will be discussed further SB 6/1/26</p>

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	<ul style="list-style-type: none"> • Clutter free corridors and classrooms which are neutral colours • Consideration of quantity of display boards to reduce sensory overload for students • Good lighting across sites and emergency lighting is also readily available • Acoustics improved at BFS within certain areas e.g. ceiling tiles, curtains and wall panels • Pupil Premium and Hardship funding used to ensure all pupils can participate • Conversations and social stories with students in advance of trips, fire alarms, lockdown drills etc that we know have additional needs and would benefit from knowing in advance • Standard visual timetables used in BFS, BMS and Link provisions • Trip pre visits completed and individual risk assessments put in place for specific students to cater for their needs • Allegations of bullying swiftly investigated and logged • Graduated response in place for behaviour incidents to consider the student's additional needs • Strong communication and open door policy with parents where they feel able to raise school issues and questions 	<p>inclusivity of the setting</p>	<p>Review internal signage in both schools to support students</p> <p>Consider acoustic improvements for one classroom at BMS within each year group</p> <p>Hearing loop installed within both school halls</p> <p>Consider how wheelchair friendly the entrance and front office are.</p> <p>Call buttons to be low enough at both front doors for those in a wheelchair to reach easily.</p>	<p>Site team & Head of School (BMS)</p> <p>Site team & Head of School (BMS)</p> <p>Site team & Head of School (BMS)</p> <p>Site team & Head of School (BMS)</p>	<p>TBC – Subject to budgets</p> <p>TBC – Subject to budgets</p> <p>TBC – Subject to budgets</p>

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	<ul style="list-style-type: none"> Support parents with providing additional measures e.g. car parking passes 				