



Accessibility and Equality Objectives

Approved by:	Daniel Pastori
Last reviewed on:	September 2023
Next review due by:	September 2025

Introduction

Broadstones School is an inclusive school that is constantly searching for innovative ways to celebrate and support the wellbeing and additional needs of our pupils. We believe this is the best way to ensure personal and academic achievement is possible for every young person that walks through our doors.

For these reasons, we are a school that values equality's power to change the lives of pupils facing any adversity.

Legislation and Guidance

This plan has been created under legalisation set out in the Department of Education (DfE) guidance for schools on the Equality Act (2010) in line with schedule 10 of the Equality Act (2010).

Our Equality Objectives have been informed by and are linked to the following policies and documents:

- Anti-Bullying Policy
- Attendance Policy
- Equality and Diversity Policy
- Mental Health Policy
- Safeguarding Schools Policy
- SEND Information Report
- SEND Policy

Purpose of the Plan

The purpose of this plan is to demonstrate what our setting has to offer those with disabilities while highlighting our intention to dedicate improvements to the accessibility of the physical environment, the curriculum as well as written information, advice, and guidance.

This will promote our key aim of ensuring the full inclusion of pupils with protected characteristics within our school community, allowing them to take full advantage of their placement at Broadstones School.

Definition of Disability

A disability is an impairment, either physical or mental, that creates significant and sustained adverse effect on a person's ability to accomplish day to day tasks.

The Special Educational Needs and Disability (SEND) Code of Practice defines 'significant' as 'more than minor or trivial' including sensory impairments impacting a pupil/pupil's hearing, sight, and long-term health conditions such as cancer, diabetes, epilepsy, and asthma. The definition of 'sustained' is outlined as lasting longer than a year.

It is the responsibility of schools to make reasonable adjustments for pupils with disabilities under the Equality Act (2010) to eliminate any disparity in cases of substantial disadvantage between disabled and non-disabled pupils.

Definition of Discrimination

Discrimination is the failure to uphold or respect an individual's human rights based on their belonging, or perceived belonging, to a category or group that face societal adversity. This can be both actively enforced onto the individual or passively allowed by those around them.

The Equality Act (2010) requires us to publish information that demonstrates our dedication in promoting:

- The elimination of unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010.
- The advancement of equality of opportunity between people who share a protected characteristic and people who do not share it.
- The fostering of good relations between people who share a protected characteristic and people who do not share it.

All individuals have more than one protected characteristic meaning The Equality Act protects everyone from unfair, unlawful treatment.

Aims

To implement measurable improvements that will eventually ensure that pupils facing adversity have:

- Complete access to the physical environment
- Complete access to the curriculum
- Complete access to information, advice, and guidance
- Equal opportunity to participate in the school community

This will be evaluated by monitoring and reviewing:

- Pupil engagement in learning and other school activities offered by Broadstones School
- Academic attainment across subjects for vulnerable and disadvantaged pupils
- The effectivity of changes made in the physical environment in its promotion of equal access
- The attendance of pupils by race, gender, and disability.
- The statistical impact of our actions to combat any patterns or trends that suggest children with protected characteristics are being disadvantaged.

Principles

This document has been created under the principles of the Equality ACT (2010). Our staff recognise their duty under the Equality Act that they mustn't discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services. This involves not treating those with protected characteristics any less favourably, taking reasonable steps to avoid putting them at disadvantage and to provide a balanced curriculum that is differentiated, personalised, and age appropriate.

Action Plan

Is your educational setting compliant with the Equality Act?

	Question	Yes /	If Yes – Where can Evidence be Found?	No /
1	Do you have an Equalities Objectives plan?	/	Website	
2	Was your Equality Objectives plan coproduced with children/young people with SEND, their families and other stakeholders?	/	ILP	
3	Is everyone in your setting aware of the Equality Act 2010?	/		
4	Do you have evidence that your setting does not treat pupils/pupils less favourably and takes reasonable steps to avoid putting disabled pupils/pupils at a disadvantage in comparison to their peers?	/	Policies and ILPs	
5	Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training. Education plans which build on a child/young person's strengths as well as addressing their difficulties)	/	Training provided to all staff. ILP documentation.	
6	Do all staff understand the needs of the pupils/pupils and act accordingly?	/	EHCPs, ILP documentation, Pupil profiles, meetings and training	
7	Do you have inclusive, whole school policies, processes and practices?	/	Policies	
8	Do you proactively include pupils/pupils with SEND, and their families, in all enrichment activities?	/		
9	Do you celebrate the strengths of pupils/pupils with SEND and focus on building on what they can do rather than what they find difficult?	/	Specialist setting, rewards procedures, staff always look to celebrate 'small wins'	

10	Are pupils/pupils involved in the recruitment of school staff?	/		
----	--	---	--	--

Is your setting inclusive?

It is our primary aim to ensure that all pupils are included in everything that Broadstones School has to offer in order for them to make the most out of their time with us.

What we currently offer:

All pupils, including those with SEND are included in all activities, lessons and enrichment activities/trips. This can be evidenced in their attendance records.

Families are given explicit information about trips and activities well in advance so that preparations can be made by their families or carers.

We have flexible solutions to ensure all SEND pupils have access to all areas and are not restricted.

In order to be inclusive, attendance is vital. At Broadstones School we work with families (and the Education Welfare Service if appropriate) to ensure or improve attendance of all pupils.

We adopt a restorative nurturing approach and our PSHE curriculum as well as pastoral support are all opportunities to overcome bullying. We also have an anti-bullying policy available on our website.

Areas for Improvement:

- A wider range of activities to be introduced

Access to Physical Environment – Building/classroom access/outdoor space

At Broadstones School, we strive to make our physical environment accessible to all.

What we currently offer:

At the School, classes can be moved to more accessible rooms with an adapted timetable when needed.

Our pathways around the setting are safe and easily accessible. This includes our gateways, doorways, ramps and toilets.

We have an emergency and evacuation system which uses both lights and alarms for pupils with auditory difficulties.

There are calm, quieter areas available in the School for those that can be overstimulated.

We have subject accessibility plans which are outlined in this document.

We do not use an intercom to relay messages around the School, nor do we have a school bell in order to cater to the needs of those with sensory or hearing difficulties.

All of the above is understood by pupils and staff and we consult with SEND pupils regarding the accessibility of the classrooms and toilets during admission meetings, including admission documentation.

Areas for Improvement:

- Coloured steps and handrails
- Improve the levelling of the path towards the Vale site

Access to the Curriculum

As an educational establishment, accessing the curriculum is the most fundamental of pupil rights. For this reason, we have things in place to ensure that everyone can attend lessons.

What we currently offer:

Our staff have high aspirations and expectations of SEND pupils. We plan their curriculum with their success in mind. This is further enforced through our support staff who are available across lessons. This is all monitored through performance management and classroom observations.

All of our pupils have an EHCP and we cater individually to all pupil needs including learning in various formats (digitally, different coloured paper, resized font etc.)

We have staff meetings on individual pupils where necessary, daily briefings and regularly updated Individual Learning Plans to ensure that staff can remain up to date with the needs of pupils and discuss strategies as to how these needs can be met.

The offer at Broadstones School means that pupils with disabilities are able and expected to take part in all subject areas.

All staff in the School build positive relationships and support and facilitate independent learning.

Access to Information, Advice, and Guidance

This document was created as part of the effort to improve the access to information, advice and guidance in the School. It is important that pupils and their carers understand where they can find information.

What we currently offer:

As a School, we promote the 'SEND, Information, Advice and Support Service' (SENDIASS) and Independent Supporters.

Our website is presented in a family friendly way, having recently revised this.

We arrange our review meetings etc. with families and carers in mind. It is ensured that any meetings put in place are confirmed by the pupil's guardian before they are put into motion in order to guarantee attendance. This is part of a developed communication channel and is key to our review process as it enables two-way information sharing with families.

Staff are familiar with our methods to share information to pupils with disabilities. This information is shared on Individual Learning Plans which are used and edited by all members of staff.

Pupils have been made aware of our pupil Friendly Safeguarding Policy and know who they can contact for information, advice and support. This is covered by their tutors upon admission to the School.

Where appropriate, young people and their families are given information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Services (SENDIASS). Families who do not have access to the internet are signposted to One Stop Shops and libraries to access information and the Local Offer. The Local Offer is used to keep up to date with SEND developments.

Areas for Improvement

- In order to improve accessibility we could consider having information accessible in different languages
- While our safeguarding policy has a pupil friendly version, there could be an 'easy read' version of other policies.
- Information isn't always available in large print, using symbols nor are there always audio versions of this information, guidance and advice.

Detailed Physical Access Checklist

1 of 6 Approach and Car Parking

	Question	Ye s	N o	Action to be taken and recorded in Access Plan
1	Is the building within convenient distance of a public highway?	/		
2	Is the building within convenient distance of public transport?	/		
3	Is the building within convenient distance of car parking?	/		
4	Is the route clearly marked/found?	/		
5	Is the route free of kerbs?	/		Ramp access can be provided where necessary
6	Is the surface smooth and slip resistant?	/		
7	Is the route wide enough?	/		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	/		
9	Is it adequately lit?		/	Possibility of introducing additional lighting at Vale site
10	Is it identified by visual, audible and tactile information?		/	No current audible or tactile information identifiable. Introduction of this can be planned
11	Is there car parking for people with reduced mobility?		/	Available at some sites but not all

1 2	Is the car parking clearly marked out, signed, easily found and kept free from misuse?		/	Some sites include roadside parking
1 3	Is the car parking as near the entrance as possible?	/		
1 4	Is the car parking suitably surfaced?	/		
1 5	Is the route to the building kept free of snow, ice and fallen leaves?	/		
1 6	Is the route level? (ie no gradient steeper than 1:20 and no steps)	/	/	Salon front entrance has two steps.

2 of 6 Routes and external level change including ramps and steps

	Question	Y	N	Action Point
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	/		
2	Is it wide enough and suitably graded?	/		
3	Is the surface slip resistant?	/		
4	Are there handrails to one or both sides?	/		
5	Are there (alternative) steps & ramp	/		
6	Identified by visual/tactile information?		/	Introduce signage for ramps and steps
7	Are there handrails to one or both sides?		/	Implement handrail at all sites
8	Are ramps and steps adequately lit?		/	Introduce outdoor lighting
9	Are treads and risers consistent in depth and height?	/		

3 of 6 Horizontal Movement and Assembly

	Question	Y	N	Action Point
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	/		The majority of areas
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	/		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	/		
4	Is turning space available for wheelchair users?		/	Not in all corridors at all sites
5	Do natural and artificial lighting avoid glare and silhouetting?	/		
6	Are there visual clues for orientation?		/	N/A – we are a very small School with small sites
7	Do floor surfaces: <ul style="list-style-type: none"> • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation? 	/		
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	/		
9	Are there tactile signs and information for those with impaired vision?		/	To seek advice from visual impairment specialists
10	Is the maintenance of these items checked regularly?	/		
11	Is lighting designed to meet a wide range of needs?	/		

1 2	Is sufficient circulation space allowed for wheelchair users?	/		
1 3	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	/		
1 4	Are seating arrangements/spaces suitable for use by people with visual disabilities?	/		
1 5	Are all areas for assembly/meeting equipped with an induction loop system?		/	Available for us to request on a case by case basis

4 of 6 Doors

	Question	Y	N	Action Point
1	Do the doors serve a functional/safety purpose?	/		
2	If glass, are they visible when shut?	/		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?		/	Not all doors at all sites
4	Does the clear opening width permit wheelchair access		/	Not all doors at all sites
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	/		
6	Is any door furniture/handle at a height for standing/sitting use?	/		
7	Are door/handles clearly distinguished?	/		
8	Can the door furniture/handles be easily operated/grasped?		/	With staff support available in lessons
9	Is door/mechanism function checked regularly?	/		

5 of 6 Toilets

	Question	Y	N	Action Point
1	Is WC provision made for people with disabilities?	/		
2	Do all lavatory areas have slip-resistant floors?	/		
3	Are all fittings readily distinguishable from their background?	/		
4	Are all door fittings/locks easily gripped and operated?	/		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	/		
6	Is provision made for wheelchair users in disabled toilets?	/		
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	/		
8	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	/		
9	Are the door fittings/locks and light switches easily reached and operated?	/		
10	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	/		With assistance
11	Are the fittings arranged to facilitate these manoeuvres	/		
12	Are handwashing and drying facilities within reach of someone seated on the WC?		/	
13	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	/		

6 of 6 **Means of Escape**

	Question	Y	N	Action Point
1	Is there a visible as well as audible fire alarm system?	/		
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	/		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	/		
4	Is the evacuation strategy checked regularly for its effectiveness?	/		
5	Are all fire warning devices and detectors checked routinely and regularly	/		