

Broomfield House

The Proprietor Accessibility Plan December 2017 – December 2020

Legal Status:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

Broomfield House Strategy:

The Broomfield House strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), Equality Act (2010) and The Public Sector Equality Duty (2011), as amended.

Availability:

This policy is made available to parents, staff on request from the School Office

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher.
- The Proprietor, who is also the Head teacher, undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Mr Norton York
Headteacher and Proprietor

Elaine York
Proprietor

Last reviewed: December 2018

Next review: December 2019

The Special Needs and Disability Act 2001 refers to disabled children in a wide sense, including those with special educational needs and those with learning difficulties and disabilities. The Act obliges us not to treat disabled children less favourably and to take reasonable steps to avoid putting disabled children at a substantial disadvantage in matters of admission and education. The three-year plan supplements our disability policy and is in three sections, covering the following areas:

- (a) The extent to which disabled children (including those with learning difficulties) can participate in the whole curriculum;
- (b) Making written information accessible in a range of different ways for disabled children, where it is provided in writing for children who are not disabled;
- (c) Proposed developments in physical access to education and associated services.

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Under the Disability Act 2005 and the Equality Act 2010 Broomfield House School, as an education provider, is required to take reasonable steps to treat disabled children fairly and we are committed to trying to make our facilities, teaching and curriculum open to all – children and staff. We have a Special Educational Needs Policy (SEN) in order to ensure that we make effective and efficient provision for children with SEN, and this Accessibility Plan, both of which are regularly reviewed and updated. The Plan ensures that when drawing up our future plans for our facilities, we consider enhancements which may be made to improve access for the disabled.

Provisions made to date

Since 2003, when the Plan was first drawn up, we have made provision, if necessary, for the construction of an appropriate external lift in the school playground to provide safe access to Broomfield House, Broomfield House Annexe and the Dining/Kitchen buildings. The current years 2, 4 and 6 classrooms, all in Broomfield House Annexe, all have an induction loop fitted and ready for operation, for those who may need it. This may be extended across the whole school as necessary.

We have also made provision in our room plans to enable any possible disabled pupils to be taught in classrooms on the ground floor of Harrow House and/or Broomfield House and its Annexe, with classrooms to be rotated between teachers as necessary. This offers options on classrooms, depending on the age of the child/children concerned, using the current Pre-Kindergarten and Kindergarten for early years, the current Year 2 class room for Key Stage 1 and the current year 4 for Key Stage 2. The Study Room may be used for any specialist teaching purposes outside of the classroom, along with the gymnasium.

In 2009- 10 we put plans in place for the provision of easier ramp access, to Broomfield House, Broomfield House Annexe and the Dining/Kitchen building. When needed, we will install the Enable Access “Aerolight” folding ramp system which will enable any visitors or pupils and staff easily to move between Harrow House and Broomfield House.

In January 2010, the School signage was modernised and visual impairment was one consideration when choosing the colours and graphics of the new signs.

From 2014-15 onwards we have developed our training for EYFS and KS1/2 staff with the help of the Education Practice and are sending our SENDCO on ISA SEN courses.

In September 2017-18 we had created a new disabled toilet for the first time in Broomfield House; we are also planning the updating of the Harrow House disabled toilet in Summer 2018 in addition to the updating and expansion of the early years’ toilets. A new study space for early years was also created in Summer 2018 to enhance special needs and one to one work in early years.

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Two senior members of staff were also trained as ELSA practitioners in 2017-18 and this programme has been implemented for all children from September 2018.

Future Plans

TASK OR ISSUE	ACTION	LEAD	TIMEFRAME & COSTS	Autumn 2018 Update
Update English as an Additional Language (EAL) provision to allow all children to participate fully in language work	Plan training for all staff on EAL from EAL co-ordinator, specifically on the newly adopted NASSEA scale and its implementation at BHS	EAL Co-ord and MfL teacher (due to become EAL co-ord in Sept 2018)	Training for Autumn 2018 along with implementation of NASSEA framework Cost -£0.	Done – with new EAL policy , Nassea framework and training for staff.
Review Special Education provision in the light of best practice through ensuring SENDCO and other key staff have national qualification in special education the primary and secondary legislation effective from January 2014, applicable to children in our school, inclusive of any implications regarding the Admissions Policy.	Support Dep EYCO in completing National Qualification in Special Education in Summer 2018, and also support newly appointed ILECO (and SENDCO) in achieving this qualification in academic year 2018-9	ILECO	Fees for ILECO: £ 2500	Dep EYCO achieved qualification successfully in Summer 2018 and is supporting new ILECO in her SENDCO work; ILECO has been accepted to do the course this academic year and is about to embark on it.
Review our current methods of assessment and learning support provision.	Whole School methods of assessment and learning support provision will be reviewed by the Deputy Head to ensure consistency where practical. Research in particular about on-line assessment models where possible.	Dep Head/ILE	On-going. Guided reading schemes being assessed using online tests in 2018-19 as a test bed for further use of on line tests to provide further consistency between tests	Head and Dep Head Academic investigating tests and piloting some in 2018-19

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			across the school . Budget: £500	
Implement Jigsaw PSHEE programme from PK to Year 6 to support the children's emotional well-being and social interaction	Buy Jigsaw; timetable a weekly lesson; train staff; link to assembly themes and staff presentations	Head, Dep Head Personal Dev and all staff	Head to buy Jigsaw and timetable, Dep Head to plan assemblies and arrange training from Jigsaw for staff Cost: £5000	Done for Sept 2017 (Autumn)
Re-develop children's washing hands facilities in the dining room in Summer 2019 to ensure they are easy to use and accessible to all children	Head to plan with chef and ILECO	Head	Head purchased portable sinks for dining room, chef to monitor their use and advise on need for future further plumbing. Possible cost: £2000	Head and Chef
Provide visual timetable in EYFS and KS 1	To enable children to understand better what is happening in the day – particularly helpful for those whose hearing is limited	EYCO and Year 1 class teacher	None apart from staff time	Done by PK, K and Year 1 teachers ongoing
SENDCO to keep up to date with how we can provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information	To support children accessing information who have difficulties doing so	SENDCO	None apart from staff time	On going
EYFS – communication and interaction,	For EY staff to attend current courses run by borough to help with changes to the curriculum and current practice To increase the opportunities for talking for a purpose through indoor and outdoor learning To model talk for children with speech difficulties	Head EY Co-ord	Ongoing Cost - £150 per course	Done and on going

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EYFS - cognition and learning	EY teachers to meet with parents to discuss any issues related to their child. Teachers to provide star charts with specific targets to allow the child to understand how to achieve To provide 1:1 support in class to help children with understanding and learning	Staff and Head (to purchase Tapestry)	Autumn 2018	September 2018
EYFE – social and emotional health	EY to use social stories and role play to help children understand how to interact and respond to their peers To provide circle time and allow children opportunities to discuss issues To follow the Jigsaw Programme alongside the rest of the school to promote PSED To provide a forum for staff to share issues with EYCO To allow children time and security to share worried with teacher on 1:1 basis To meet with parents to advise on support with behaviour and emotional issues ELSA provided in school for children with emotional issues	Staff –EYCO	Autumn 2018	September 2018 - ongoing
EYFS - Re-develop early years' toilets to improve the quantity of them (at least 4 in total) and to enhance access to them for disabled children	Head to plan this with contractors and architects (Acanthus)	Head	Summer 18 aim. Cost £10000	Done - Summer 2018
EYFS – sensory and/or physical needs	Toilets updates Summer 18 To provide space outside classroom to provide 1-1 teaching as required	Head	Summer 2018	Done – Summer 2018.
SENDCO/Head of ILE to research how we can provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may	To support children accessing information who have difficulties doing so.	EYCO	Spring 2019	Spring 2019

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have difficulty with standard forms of printed information				
To update all staff understanding and knowledge of the EYFS	In house CPD to share good practice. Termly team meetings	EYCO	By Summer 2019 No cost	By Summer 2019

IMPACT OF THE ACCESSIBILITY PLAN

As at March 2016 - Impact from April 2015-2016

- All staff are equipped to support voluntary mutism after in-house and external training
- EYs staff are better able to identify special needs issues after CPD from Richmond Borough
- Update on EAL policy from new EAL Co-ordinator and the CPD training she has received
- All staff better informed of special needs issues after Bill Brown training

As at March 2017 – Impact from April 2016-2017

- Change to EAL policy after CPD training to move from Lambeth scales to new EAL assessment framework
- Visual timetable available in EYs and Year 1, supporting children who need it
- New disabled toilet built in Broomfield House, enabling disabled visitors to access a toilet for the first time in this building on our site

As at March 2018 - From April 2017-2018

- New early years toilets planned for the Summer 2018 works to be done including update to Harrow House disabled toilet
- New early years study space being created in Summer 2018 works to enhance one to one and special needs support work
- Jigsaw programme fully implemented and established

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