

Accessibility plan

Broomgrove Junior School



Approved by:	Governing Body	Date: November 2025
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Last reviewed on:	24/11/2025
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Next review due by:	November 2028
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Equality Statement.

As part of our commitment to meet the Public Sector Equality Duty (PSED), under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

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1. Aims

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 with disabilities

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

Inclusion Statement

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Broomgrove Junior School to be an ideal learning environment for nurturing and developing the whole child.

Equal Opportunities

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. This school is actively promoting equal opportunities by tracking groups causing concern. Consequently, we make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against any particular group. Resources will actively promote an awareness of the diverse nature of the world around us. Children for whom English is an additional language are supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

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

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

The school supports any available partnerships to develop and implement the plan. We are a Local Authority school and therefore have a strong relationship with Essex County Council.

Our school's 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.

2. 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.

	<ul style="list-style-type: none"> • Staff training on inclusive teaching practices 		<p>differentiation strategies</p> <ul style="list-style-type: none"> • Focus on specific needs represented in the school (e.g., visual impairment, hearing impairment, physical disabilities, autism) • Provide subject-specific guidance for adapting content <p>Expand the range of accessible learning resources</p> <ul style="list-style-type: none"> • Purchase assistive technology where needed (e.g., text-to-speech software, 	<p>SENCo with subject leaders and Computing coordinator</p>	<p>Summer 2026 (with ongoing development)</p>	<p>Parents report increased satisfaction with curriculum accessibility</p> <p>Range of accessible resources available across all subject areas</p> <p>Specialist advice is consistently implemented and reviewed</p>
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			<p>enlarged keyboards)</p> <ul style="list-style-type: none">• Create accessible versions of key curriculum materials• Develop a resource library of adapted materials <p>Ensure assessment accurately identifies any gaps in pupils' foundational knowledge and that ongoing, targeted teaching and practice are prioritised so that pupils quickly catch up</p> <ul style="list-style-type: none">• Review assessment procedures to ensure they're accessible• Implement regular	SENCo with assessment coordinator	Spring 2026 (review procedures), ongoing implementation	
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			<p>monitoring of progress for pupils with disabilities</p> <ul style="list-style-type: none">• Establish intervention protocols for pupils falling behind <p>Make sure pupils receive effective support, consult with external specialists and implement their advice as necessary, and ensure that appropriate reasonable adjustments are made</p> <ul style="list-style-type: none">• Strengthen links with specialist services (counselling,, speech and language therapy, educational psychology)• Create systems for	SENCo	Ongoing, with termly reviews	
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			implementing and reviewing specialist advice			
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • Accessible entrance and reception area • Disabled/accessible toilet facilities • Wheelchair access • Disabled parking bays • Good lighting throughout the building • Clear signage 	<p>Ensure all areas of the school site are accessible to pupils, staff and visitors with disabilities</p> <p>Improve wayfinding and orientation for pupils and visitors with visual or cognitive impairments</p> <p>Create sensory-friendly spaces for pupils who need them</p> <p>Ensure emergency evacuation procedures are accessible to all</p>	<p>Conduct a comprehensive physical accessibility audit of the school site</p> <ul style="list-style-type: none"> • Assess all entrances, corridors, classrooms, toilets, outdoor spaces • Identify barriers to access • Consult with pupils with disabilities and their families about their experiences • Seek advice from occupational therapy or access 	Site manager with SENCo	Spring 2026	<p>The published school accessibility plan meets the requirements of the Equality Act 2010, is implemented effectively and is reviewed regularly</p> <p>All pupils can move independently and safely around the school site</p> <p>Physical barriers identified in audit are addressed according to the improvement plan</p> <p>Pupils with disabilities can access all areas of</p>

			<p>(PEEPs) are in place for all pupils who need them</p> <ul style="list-style-type: none">● Train all staff on supporting pupils with disabilities during evacuations● Conduct regular evacuation drills and review effectiveness <p>Improve outdoor accessibility</p> <ul style="list-style-type: none">● Ensure playground surfaces are accessible● Provide accessible outdoor equipment● Create quiet outdoor spaces● Ensure accessible	Site manager with PE coordinator	July 2026	
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			routes to all outdoor learning areas			
Improve the Delivery of Information to Pupils with a Disability	<ul style="list-style-type: none"> • School website with accessibility features • Letters sent home in multiple formats on request • Visual timetables in classrooms • Use of symbols and pictures to support communication • Translation services for families with English as an additional language 	<p>Ensure all school information is available in formats accessible to pupils and parents with disabilities</p> <p>Improve communication methods for pupils with communication difficulties</p> <p>Enhance staff skills in adapting information for different needs</p> <p>Ensure digital accessibility across all platforms</p>	<p>Audit current information delivery methods</p> <ul style="list-style-type: none"> • Review all forms of communication (written, verbal, digital) • Identify which formats are currently available • Consult with pupils and parents with disabilities about their information needs • Identify gaps in provision <p>Develop an accessible information policy</p>	<p>SENCo with office manager</p> <p>SENCo with headteacher</p>	<p>Spring 2026</p> <p>January 2026</p>	<p>All pupils and parents can access school information in formats that meet their needs</p> <p>Requests for alternative formats are fulfilled within agreed timescales</p> <p>School website and digital platforms meet accessibility standards</p> <p>Staff provide opportunities for pupils to talk with staff and peers during lessons, help pupils articulate what they know and understand by</p>

			<ul style="list-style-type: none"> Specify formats available (large print, audio, Braille, easy read, BSL) Establish procedures for requesting alternative formats Set timescales for providing information in alternative formats Communicate policy to all staff, pupils and parents <p>Improve accessibility of written information</p> <ul style="list-style-type: none"> Review and simplify language in key documents Create easy-read versions 	SENCo with SBM	March 2026 (initial key documents), ongoing	<p>scaffolding, modelling, extending and developing their ideas</p> <p>Pupils with communication difficulties have effective systems to express themselves</p> <p>Staff demonstrate confidence in adapting information for different needs</p> <p>Parents report improved access to school information</p> <p>Pupils with disabilities can access the same information as their peers</p> <p>Reduced need for reactive provision of alternative formats (proactive</p>
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			<p>of important information</p> <ul style="list-style-type: none"> • Ensure appropriate font sizes and styles are used • Use clear layout and good colour contrast • Include visual supports where appropriate • Provide information in languages spoken by school com <p>Enhance digital accessibility</p> <ul style="list-style-type: none"> • Conduct accessibility audit of school website and any learning platforms • Ensure compliance 	<p>Computing coordinator with SENCo</p>	<p>April 2026</p>	<p>approach embedded)</p>
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			<p>with Web Content Accessibility Guidelines (WCAG)</p> <ul style="list-style-type: none">• Use accessible document formats (e.g., accessible PDFs)• Test digital resources with screen readers <p>Develop communication systems for pupils with communication difficulties</p> <ul style="list-style-type: none">• Implement appropriate augmentative and alternative communication (AAC) systems• Provide visual supports (symbols,	SENCo with speech and language therapist	February 2026 (systems in place), ongoing development	
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			<p>photos, objects of reference)</p> <ul style="list-style-type: none"> ● Train staff in using communication systems ● Ensure communication books/devices are available and maintained <p>Provide staff training on accessible information delivery</p> <ul style="list-style-type: none"> ● Train all staff on the accessible information policy ● Provide specific training on creating accessible documents ● Include training on communication strategies 	SENCo	Ongoing throughout 2025-26 academic year	
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			<p>for pupils with different needs</p> <ul style="list-style-type: none">● Share good practice examples <p>Improve verbal information delivery in lessons</p> <ul style="list-style-type: none">● Keep explanations clear and precise, focus on the vocabulary pupils need, including subject-specific vocabulary, to help them understand new concepts● Use visual aids alongside verbal information● Check understanding regularly	SENCo with subject leaders	Ongoing, with monitoring each term	
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			<ul style="list-style-type: none">• Provide written summaries of key information			
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disabilities (SEND) Information Report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy