



BROADWATER
CHURCH OF ENGLAND
PRIMARY SCHOOL

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Accessibility Strategy and Plan 2023-2026

Approved by Governors September 2023

Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things! Galatians 5:22

It is this fruit that, in partnership with parents, we will instil in the children of our school.

Accessibility Strategy and Plan 2020-2021

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. We understand that a person is considered disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. Under the Equality Act, schools have a duty to make 'reasonable adjustments' for people with disabilities. The Department for Education summarises the duty as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try to avoid that disadvantage
 - Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils
- School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We ensure the relevant accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

1. Increasing the participation of pupils with disabilities in the **school curriculum**;
2. Improving the **physical environment** of schools, to enhance the access of pupils with disabilities to education and associated services; and
3. Improving the delivery of **written information** to parents with disabilities about their children.

Broadwater C E School endorses the LA policy, which states:

“The Act requires Local Education Authorities to produce an Accessibility Strategy, setting out how it will support its schools to improve their accessibility for pupils with disabilities (as defined by the Act) in the following three main areas (strands), by:

In addition, the West Sussex Accessibility Strategy seeks to:

- Provide a positive and consistent commitment to inclusive education as the foundation for the continuing improvement of our educational provision;
- Reflect the wishes of parents, pupils themselves and local communities in the continuing provision by the education service of high-quality provision to meet the individual needs of all children;

- Reflect the strategic priorities and development priorities outlined in a range of key Corporate policy documents such as the Education Development Plan, the Strategic Special Educational Needs Development Plan, the Early Years Development and Childcare Implementation Plan, the Asset Management Plan and the County Strategy;
- Set out priority actions to address both immediate and future needs;
- Foster purposeful links between special and mainstream schools for mutual support;
- Ensure that the Education Department as a whole is involved in implementing this Strategy;
- Match planned actions to the available resources in schools and the County Council.”

Broadwater is already well placed to provide accessibility in many of the above issues.

Strand 1 – the Curriculum

We are increasingly aware of our responsibilities to make full curricular provision for children with disabilities, and the ethos of the school reflects this. Adjustments have been made to aspects of the curriculum and to teaching methods, including beyond the school day. There is a readiness among staff for professional development. Good use is made of advice from Support Service of WSCC, such as Behaviour Support, Speech and Language Therapy, Occupational Therapy and the Sensory Support Team for visual and hearing environmental assessment.

Strand 2 – Physical Environment

The LA policy states:

“The majority of schools can admit pupils with some disabilities as a result of work undertaken to provide ramped access, accessible toilets, etc. There are some schools within West Sussex which, because of the nature of their site and buildings, present a greater challenge.”

Broadwater has a ramped access, a disabled toilet and a lift to the upstairs. The lift provides access for the three-year groups that are upstairs. We seek the advice of the Sensory Support Team in assessing the learning and outdoor environment safety and suitability for all pupils including those with visual and hearing impairment.

Strand 3 – Written Information

The School helps to adapt the curriculum for pupils who have difficulty in gaining full access to aspects of school life by, for example, simplifying written texts and interpreting texts through supporting adults. Support staff are often used to support pupils who need tasks broken down, and enable them to access the full curriculum at their level. Again, advice is taken from relevant WSCC support staff, and outside agencies as appropriate.

Goals / Priorities	Targeted Actions / Tasks	Responsibility	Time-scale	Outcomes, Monitoring, Evaluation	Resources
Ensure that policies and advice reflect the requirements of the Special Educational Needs and Disability Act 2001	Review all relevant policies and guidance to schools, e.g. Admissions, Exclusions, Curriculum Guidance, Off-site Activities, Health and Safety, etc. and revise as necessary	Head Teacher	<i>On-going</i>	Any possible institutionally imposed barriers to curriculum access for current and future pupils with disabilities will be removed, and policies revised to embrace inclusive educational practice	
<i>Promote the development and extension of effective inclusive educational practice in school in the context of the Special Educational Needs and Disability Act, reducing barriers to educational access and raising pupil performance</i>	Provide training and/or support for: <ul style="list-style-type: none"> • Where appropriate disability awareness training to school staff and governors • Teachers and support staff on curriculum adaptation and different teaching/learning styles appropriate for children with disabilities: use of Pre-Key Stage Assessment. Inclusion Framework (2021onwards), simplified language, visual cues, etc. • Inclusion training 	Head Teacher and Inclusion Manager	<i>On-going</i>	Teachers and support staff will become more skilled in teaching and supporting pupils with additional needs Barriers to access to the wider curriculum will be reduced for many groups of children, including those with disabilities Mainstream provision will become more accessible for children with SEND and disabilities	
Consider needs of parents in communications from school.	Case by case basis consider need for interpreter/teacher involvement where English is not spoken/read	SENCO	<i>As necessary</i>	Parents will be involved in supporting education of children and feel confident in approaching school	Unknown
Ensure the physical environments are adapted and suitable for the needs of all learners with SEND	<ul style="list-style-type: none"> - Additional training for teachers. - Identify potential barriers – complete risk assessments as needed. - Undertake regular environmental audits - Ensure relevant equipment – eg hearing 	SENCO	<i>As necessary</i>	All children will be able to access the curriculum including all spaces in school. Involvement of parents. Involvement of relevant external agencies and medical professionals.	As needed – eg