BROADWATER
CHURCH OF ENGLAND
PRIMARY SCHOOL

Rectory Gardens
Worthing
West Sussex
BN14 7TQ

TEL 01903 235389
EMAIL office@broadwaterce.org

Headteacher: Mr A Morrissey

www.broadwaterce.org

Accessibility Strategy and Plan 2026-2029

Approved by Governors Summer 2026

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.

Aims

Under the Equality Act 2010, schools are required to maintain an Accessibility Plan. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities can participate fully in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to access education, benefits, facilities and services more effectively
- Improve the availability and accessibility of information for pupils with disabilities

The Action Plans below set out how the school will achieve these aims

Our school is committed to treating all pupils and their families fairly and with respect. This includes recognising and supporting the needs of families of young carers, ensuring the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

We are dedicated to providing an inclusive and accessible environment that values all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs. We actively challenge negative attitudes towards disability and accessibility and promote a culture of awareness, tolerance and inclusion.

The Accessibility Plan is published on the school website, with paper copies available upon request. We are also committed to ensuring that staff receive appropriate training on equality issues, including those related to disability, in line with the Equality Act 2010. The school will continue to engage with relevant partnerships to support the development and implementation of this plan.

Legislation and Guidance

This plan meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools.

The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities. Under the SEND Code of Practice, "long-term" refers to a period of a year or more, and "substantial" means more than minor or trivial. This definition includes sensory impairments (such as sight or hearing) and long-term health conditions, including asthma, diabetes, epilepsy and cancer.

Schools are required to make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage compared to their peers. These adjustments may include the provision of auxiliary aids or modifications to the physical environment.

Plan Overview

This Accessibility Plan covers a three-year period and will be reviewed regularly, with updates made as necessary. It focuses on the following key areas:

1. Increasing the participation of pupils with disabilities in the curriculum
2. Improving the physical environment to enhance access to education and associated services
3. Improving the delivery of information to parents and carers with disabilities

Current Position

Strand 1 – Curriculum
The school recognises its responsibility to ensure full access to the curriculum for all pupils. Our inclusive ethos is reflected in ongoing adaptations to teaching methods and curriculum delivery, including provision beyond the school day. Staff demonstrate a strong commitment to professional development, supported by specialist advice from West Sussex County Council (WSCC) services, including Behaviour Support, Speech and Language Therapy, Occupational Therapy, and the Sensory Support Team.

Strand 2 – Physical Environment
The school has taken steps to improve physical accessibility, including ramped access, a disabled toilet and lift access to upper floors. The Sensory Support Team provides guidance to ensure that both indoor and outdoor environments are safe and suitable, particularly for pupils with visual and hearing impairments.

Strand 3 – Written Information
Support is provided to ensure that pupils can access information effectively. This includes simplifying written materials and providing additional adult support where needed. Support staff play a key role in breaking down tasks and enabling pupils to engage with the curriculum at an appropriate level. Advice is sought from WSCC services and external agencies where appropriate. The school website and published materials are designed with accessibility features to ensure information is available to all.

Monitoring and Review

It may not be possible to complete all identified actions within the lifespan of this plan; therefore, some actions may be carried forward into subsequent plans. Progress will be monitored at least annually, and where needed, adjustments made.

.

Action Plan A - Curriculum

Aim	Current Good Practice	Targeted Actions / Tasks	Responsibility	Time-scale	Outcomes, Monitoring, Evaluation
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	School holds DADIPA (Dyslexia and Dyscalculia Inclusive Practice Award) OAIP document used as part of classroom practice. Curriculum with adaptations. Core learning displays with pastel colours (dyslexic)	Provide training and/or support for: • 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	On-going	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
Develop and enhance SEMH provision	• Active breaks • Active learning • Lunchtime club/library club • Pastoral team.	• Commitment to CPD to promote health and wellbeing. • Embedding and enhancement of an outstanding pupil safeguarding curriculum as part of renewed RSHE curriculum. • Development of a specialist led group to support SEMH and nurture provision.	Inclusion Leader Headteacher Deputy	2026-27	SEN (SEMH) children able to successfully engage with classroom learning consistently with ongoing provision in place.
Make greater use of technology to support learning for all groups of	Provision of ipads available throughout school	• Support all staff to implement and effectively use ipad technology within	Inclusion leader Teachers	Ongoing	All children able to access curriculum and use IT adaptations to enable this

learners.	Individual access to laptops with support programmes to aid writing function in particular.	the classroom. • Use of Ipads/laptos – source suitable support apps for additional needs where appropriate. • ICT and sensory specialist teacher input for pupils who meet criteria.			if appropriate.

Action Plan B: Physical environment

Aim	Current Good Practice	Targeted Actions / Tasks	Responsibility	Time-scale	Outcomes, Monitoring, Evaluation
Ensure the physical environments are adapted and suitable for the needs of all learners with SEND	Systems in place for those with hearing impairment. Safety features being installed as part of new fire alarm system for those with hearing impairment (lights) School fully accessible from multiple entry points (no steps) Doors all wide enough for full wheelchair access.	- Additional training for teachers. - Identify potential barriers – complete risk assessments as needed. - Undertake regular environmental audits Ensure relevant equipment is in place as needed– eg hearing systems	**Inclusion leader** headteacher	**As necessary**	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.
Lift to first floor – to be functioning	Lift in position (but out of service Summer 2026)	Secure funding to ensure longevity of lift and all its elements. Ensure lift is functional and its running can be sustained.	Office manger Headteacher	2027-28	Complete access to top floor of school for all.
Heavy fire doors to be electronically held open to ensure easy passage for all	Fire doors all up to regulation	New fire alarm system to include automatic release points on all heavy fire doors.	Headteacher Site manger	Summer 2026	All children independently move freely through corridor areas.
	-				

Action Plan C: Written Information

Aim	Current Good Practice	Targeted Actions / Tasks	Responsibility	Time-scale	Outcomes, Monitoring, Evaluation
Availability of written material in alternative formats when specifically requested	Systems in place already for parents to request enlarged or print formats of communication.	The school will make itself aware of the services available for converting written information into alternative formats.	Headteacher, Inclusion manager, office manager	Ongoing	
Review documentation on website to check accessibility for parents with English as an Additional Language	Translation available on website Accessibility features available on website (eg contrast/removal of images etc.)	The school will review formats publicized on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an Additional Language.	Office Manager.	Ongoing – when new material or communication streams added	