

## Leeds and Broomfield C of E School



### Accessibility Plan

#### Document History

Date written: September 2017, Date approved: 28 September 2017

Reviewed September 2019, approved by the Federation GB 19 November 2019

Reviewed September 2021, approved by the Federation GB 30 November 2021

Reviewed September 2023, approved by the Federation GB 28 November 2023

Reviewed: Bi-Annually

As a Church of England school this policy will be delivered through strong links made to our Christian values:

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

*"As many hands build a house, so many hearts make a school." (Matthew Ch 7 24-27)*

#### **RESPECT RESILIENCE EMPATHY CURIOSITY HONESTY**

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of 'many hearts make a school'.

Leeds & Broomfield CE Primary School is part of the ASPIRE Federation consisting of Kingswood, Ulcombe CE, Platts Heath and Leeds & Broomfield CE primary Schools.



**FOCUS: ACCESSIBILITY - Providing Information**

<b>Action</b>	<b>Strategies</b>	<b>Resources: training, staff development, supply costs, equipment, materials etc.</b>	<b>Financial implication</b>	<b>Time Plan</b>	<b>Monitoring (Who? How? When?)</b>	<b>Success Criteria</b>
Communication with parents	Use Newsletter to raise awareness Be proactive in communication with parents to support home/school partnership Use of SENCOI / HOS to establish positive parent relationships Parent Meetings Use of sharing/class worship Use of text message service Use of letters to parents Staff availability in playground before and after school	Induction of new staff		Ongoing	Questionnaire/ written/ supported to parents annually to inform SIP - Governors	Articles in Newsletter, meetings for parents
Improve the delivery of information to groups that is user friendly for people with disabilities	Make signs etc. more pictorial Use photographs of activities Differentiated curriculum activities e.g. information provided on audio tape, computer programmes with visual effects/sound. Large Print.	Advice from Physical/Sensory/Language& Communication/Traveller Support agencies  Non LEA providers (e.g. Support groups such as The Autistic Society)  Different learning styles		Ongoing	Governors through classroom/ school visits	Strategies observed
Develop resources across the school that can support children and parents with disabilities	Information given to parent e.g. newsletter in big print/audio version	Admin time given to development of large print/ audio newsletters as and when necessary		ongoing	Governors through monitoring	Evidence on website/ in information received

**FOCUS: ACCESSIBILITY – Physical Environment**

<b>Action</b>	<b>Strategies</b>	<b>Resources: training, staff development, supply costs, equipment, materials etc.</b>	<b>Financial implications</b>	<b>Time Plan</b>	<b>Monitoring (Who? How? When?)</b>	<b>Success Criteria</b>
Provide disabled toilet facilities	When planning additional or replacement accommodation give due consideration to toilet facility	Cost of building work	Unknown	Unknown	Finance/Premises committee	Disabled toilet facility in place  Summer 2020 Care room with moveable changing table and toilet in place.  May 2023 new classrooms with disabled toilet added.
Provide shower facility	When planning additional or replacement accommodation give due consideration to shower facility	Cost of building work	Unknown	Unknown	Finance/Premises committee	Shower facility in place
Plan emergency evacuation of premises for people with disabilities	Consult with appropriate agencies	Time	Unknown	As and when necessary	H&S Governor	Plan in place



STATUTORY

**FOCUS: ACCESSIBILITY – Curriculum Access**

Action	Strategies	Resources: training, staff development, supply costs, equipment, materials etc.	Financial implications	Time Plan	Monitoring (Who? How? When?)	Success Criteria
Attend LIFT meetings for support and advice in reviewing the needs of children and to gain other agency support	<p>Identification of need by SENCO</p> <p>Complete relevant forms to aid gaining HNF to support children</p> <p>Links made with other agencies and Early Help Support</p> <p>Project Salus support</p>	SENCO to maintain	Project Salus costs	Ongoing	SENCO	HNF agreed Other agency support provides support when needed
Maintain level of relevant training to teaching & non teaching staff	Identification of need by SENCO	Access training	Course fees/supply cover	Ongoing	SENCO	Staff expertise matches need
	Work with Pre-School and Secondary Staff on transfer information	HT/staff time	Release time for staff	Summer term-	HoS	Transfer information available to YR teacher/SENCO
Behaviour Management	Use of zoned areas and quiet calm area. Include a friendship area for those children alone at playtimes	Maintain Staffing levels at lunchtime Co-ordinator/ staff training Equipment to implement	£3000 – new zones on playground marking	2019-20	HoS  School and/or governors through child questionnaire	More engagement on playground/less behaviour issues and accidents Children are showing more empathy with others resulting in greater tolerance  Continue Well being warriors now in place and making a positive impact.
	Develop playground area linked to child requests/work completed by School Council to make playtimes more engaging	Staff Induction				
	Training for lunchtime supervisors to engage in play activities	Staff induction/training				
	Continue to embed new behaviour policy across school	Staff induction		Ongoing	Governors in HoS report	SIMS monitoring shows low level of behaviour incidences

