Accessibility Policy

Date of implementation	11/25
Date of review	11/28
Review of the policy	3 years

A summary of how the Learning Federation is doing all that is reasonably possible to ensure that the school's facilities, services, culture, policies and procedures are made accessible to pupils, staff members and visitors who have disabilities, and to comply with our moral and legal responsibilities under the Equality Act (2010).

Definition

A person is defined as having a disability if they have a physical or mental impairment, which has a "substantial and long-term adverse effect" on their ability to carry out normal day-to-day activity (Equality Act 2010).

Access to School

Broadford Primary	Mead Primary
The school has three distinct building phases: the main Junior block completed in 2011; the KS1 and EYFS provision which was completed in 2012 and the new block which was completed in 2019 which incorporated a new nursery. In the 2011 rebuild the school was designed as a one storey building for all to access. • There is a disabled lift at the start of the KS1 corridor(out of action at present) • The rest of the building is linked by a sloping internal corridor • Disabled parking is available at the rear of the Charlton Hall • There are provisions in all phases of the school for disabled toilets. • In the main office area and Nursery there is a shower/intimate changing area available • There is a disabled lift access to the stairs in the KS1 corridor, however these can be avoided by using the outside entrance to the Junior building. • The new build also incorporates a lift from the main corridor to the nursery, Year 1 and Year 6 floors.	The school is separated into 3 distinct blocks: The KS2 section - which also houses the administrative area - adjoins Amersham Road. This is used as the main entrance to the school. The KS1 , EYFS & ARP block - to the rear of the site - has three newer classrooms (completed in 2013 and ARP added in 2017/18). This allowed for an expansion of the school to 4FE. The Year 6 block adjacent to the lunch hall, will be completed in 2022 and a lift has been incorporated into this block, but has yet to be finished. Only the KS2 corridor has stairs. Currently there is no disabled access to these classrooms. Where pupils have access requirements, it is likely that the classes would move to the downstairs rooms to meet that need.

Admissions

Parents/guardians of prospective pupils must notify the school of any disabilities in advance of registration and must discuss with the school what adjustments could reasonably be made to accommodate their child. The school may request a full report from a doctor or educational psychologist to help determine whether it can properly fulfil its legal and moral responsibilities to the child and its contractual duties to the parents/guardians. In particular, the school will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the curriculum, whether in the classroom or through other means. The school also expects all of its pupils to participate in sports, music, drama, trips and expeditions as part of its ethos of inclusiveness, but must ensure that no pupil's education or safety is put at risk by the needs of another individual.

Existing Pupils

The school recognises that medical and psychological conditions can develop in existing pupils which may require adjustments to be made to the way in which the curriculum is delivered. Parents/guardians must, as soon as possible, disclose to the school in confidence any known medical condition, health problem or allergy affecting an existing pupil. Where appropriate, the Head Teacher shall set up a consultation process so that interim measures can be put in place to support the pupil, and that longer term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a pupil to continue at the school.

Learning Difficulties

The school shall do all that is reasonably possible to detect and deal appropriately with a learning difficulty, which amounts to a Special Educational Need. The school staff are not, however, qualified to make a diagnosis of specific learning difficulties such as dyslexia, dyspraxia, or other learning difficulties. The screening tests available to schools are indicative only; they are not infallible. Parents/guardians will be notified if a screening test indicates that a pupil may have a learning difficulty. It will be the responsibility of the parent/guardian to arrange any formal assessments; the school can help with this process by referring pupils to the relevant services.

Withdrawal of a Pupil

If, following the process of consultation and the making of all reasonable adjustments, it is the professional judgement of the Head Teacher/Specialist Teacher/CAD 0-5&CAD 5-19 team that the school cannot provide adequately for the pupil's disability or special educational needs, parents/guardians will be asked to withdraw the pupil. In such cases, every reasonable effort shall be made by the SEND Case officer to assist the parents in finding a suitable placement in another school.

Prospective Staff Members

Prospective staff members must notify the school of any disabilities as part of their application and must discuss with the school what adjustments could reasonably be made to accommodate them should they be employed. The school may request a full report from a doctor to help determine whether it can properly fulfil its legal, moral and contractual responsibilities to the prospective staff member, its pupils and their parents/guardians.

Existing Staff Members

The school recognises that medical and psychological conditions can develop in existing staff members which may require adjustments to be made to the way in which they are employed. Existing staff members must, as soon as possible, disclose to the school in confidence any known medical condition or health problem. Where appropriate, the Headteacher shall set up a consultation process so that interim measures can be put in place to support the staff member, and that longer term requirements may be determined. The school will refer staff members to Occupational Health who will advise on the reasonable adjustments that will be made.

Reasonable Adjustments

The school shall endeavour to make reasonable adjustments to aid a prospective or existing pupil/staff member. Specialist seating or any other relevant classroom resources or equipment may be required after completing an Occupational Health assessment. In defining what is reasonable, the school shall take into account: The cost and feasibility of making specific alterations to the school premises; Implications on financial resources and the likelihood of any external funding being available to offset this; Staffing requirements; Health and safety considerations; The interests of pupils, staff and visitors.

Personal Information

All personal information provided to the school regarding a pupil or staff member's disabilities shall be treated in strictest confidence and only used in accordance with the Data Protection Act (1998).

Appendices

1. Disability Access Plan Two Year Plan

Broadford 2025/28

Key Issue	Action	Deadline	Lead
Disabled parking spaces added to building	Ensure that disabled access is demarcated in the parking area so that there is access to the building	Ready for Sept 2027	HT
Nurture Room	To ensure that space is adequate to meet the complex need of the pupils.	Ready for July 2022	SEN Team

Mead 2025/28

Key Issue	Action	Deadline	Lead
Review of access to upper floor in KS2 corridor	Review plans for new classrooms and access to stairs to see if lift provision can be made.	Sept 2022	HT
Installation of lift in the New Year 6 block to aid access.	Installation and training for use .	Sept 2022	HT