



ACCESSIBILITY PLAN

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

Legal Status:

- ✓ Equality Act 2010 (as amended)
- ✓ The Public Sector Equality Duty (Equality Act 2010, Section 149)
- ✓ The Special Educational Needs and Disability Regulations 2014

Broomfield House Strategy:

The Broomfield House strategy is to address and comply with the requirements of the Equality Act 2010, including the Special Educational Needs and Disability Regulations 2014, and the Public Sector Equality Duty. Together, these set out the duty to make reasonable adjustments, to avoid placing disabled pupils at a substantial disadvantage, and to promote equality of opportunity for all.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.

The Headteacher undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Last reviewed: September 2025

Next review: September 2026

The Equality Act 2010 defines disability in a broad sense, including children with long-term physical or mental impairments, special educational needs, and those with learning difficulties and disabilities. The Act obliges us not to treat disabled children less favourably and to take reasonable steps to avoid putting them at a substantial disadvantage in matters of admission and education. The three-year plan supplements our disability policy and is in three sections, covering the following areas:

- (a) The extent to which disabled children (including those with learning difficulties) can participate in the whole curriculum;
- (b) Making written information accessible in a range of different ways for disabled children, where it is provided in writing for children who are not disabled;
- (c) Proposed developments in physical access to education and associated services.

Under the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014, Broomfield House School, as an education provider, is required to take reasonable steps to treat disabled children fairly and we are committed to making our facilities, teaching and curriculum open to all – children and staff. We have a Special Educational Needs Policy (SEN) in order to ensure that we make effective and efficient provision for children with SEN, and this Accessibility Plan, both of which are regularly reviewed and updated. The Plan ensures that when drawing up our future plans for our facilities, we consider enhancements which may be made to improve access for disabled children.

Provisions made to date

At Broomfield House School, we are committed to ensuring that all children, staff, parents and visitors are able to access and participate fully in every aspect of school life. We recognise our duty under the Equality Act 2010 to make reasonable adjustments so that no individual is placed at a disadvantage because of a disability or additional need.

We regularly review our buildings, grounds and facilities to identify and remove potential barriers. Where physical adaptations are required, such as ramps, lifts, handrails or acoustic improvements, we plan strategically and allocate resources to ensure our environment remains safe and accessible for all. We also take into account accessibility in all capital projects and refurbishments.

Curriculum access is central to our provision. Lessons are carefully planned to meet the needs of all learners, with differentiated resources, visual supports, assistive technology and targeted interventions available where required. Teachers work closely with the SENCO to ensure that children with special educational needs and disabilities are provided with appropriate support, including reasonable adjustments in assessments and examinations.

We also recognise the importance of accessible communication. Information for parents is shared in a range of formats, and alternative arrangements can be made for families who may require large print, digital copies, translation, or verbal explanations. Staff receive regular training to build awareness of disability, inclusion and equality, ensuring a culture of understanding and respect across the school community.

Our accessibility planning is reviewed annually, and we work in partnership with parents, carers, pupils and external agencies to identify areas for further improvement. We see accessibility not simply as a statutory requirement but as an expression of our ethos: that every child should be inspired, empowered and supported to flourish.

We have invested significantly in the school site over the past 5 years, considering through the design of the spaces how to ensure our school is accessible. We now have two disabled toilets in school for example, one in Harrow House and one in the Broomfield building which was added in summer 2025.

Each classroom is carefully designed to feel homely and welcoming for the pupils with a continues design theme throughout to ensure all children feel confident in their surroundings.

Dukes Education provides a range of excellent continued professional development for all staff with courses that cover SEND and Inclusion. Broomfield actively support colleagues to attend ongoing professional development. We have also held internal INSETs with guest speakers on areas such as Occupational Therapy, Dyslexia and supporting pupils with hearing impairments. We believe that keeping our staff up to date with best practice benefits our pupils and is in line with the ongoing learning culture for all of the community.

Classroom allocation has also been planned to ensure accessibility. Rooms on the ground floor of Harrow House, Broomfield House, and the Annexe can be used for pupils with additional needs if required, with teachers rotating classrooms if required. This provides flexibility depending on the age of the child, with Pre-Kindergarten and Kindergarten spaces available for Early Years, the Year 2 classroom for Key Stage 1, and the Year 4 classroom for Key Stage 2. The Study Room and the gymnasium may also be used for specialist teaching or support outside of the main classroom setting.

To further support children's well-being and social interaction, the Jigsaw PSHEE programme was introduced across PK–Year 6. In the academic year 2025 - 2026, we have a staff member trained as an ELSA practitioner, with the programme rolled out for all pupils. A second member of staff began ELSA training in September 2025, extending the school's capacity to provide emotional literacy support. The school is also supporting a staff member who is already a Level 3 counsellor to become a Level 4 counsellor at Cambridge University. Two staff members will also be completing their SENDco qualifications at UCL in September 2025.

Future Plans

TASK OR ISSUE	ACTION	LEAD	TIMEFRAME & COSTS	Completed?
New website launch to make school information accessible	Launch new school website to ensure visual design support accessibility to the information and content being provided by the school.	Headmaster/ Head of Marketing and Design	£15'000	Completed Summer 2024
IT Network coverage for BYOD	Pupils who bring in their own devices to use in school can access a separate secure VLAN and access the schools' network. Upgrade all WiFi points to support BYOD services.	Headmaster/ ILUX IT Services	£30'000	Completed summer 2024
Access to assessments	Bring in digital assessment tools with inbuilt accessibility features to support pupils during assessments. The school has piloted QUEST assessment for this which has excellent accessibility settings.	Headmaster	No cost - ongoing	Completed summer 2024 and ongoing.
Access to external specialists	Create a list of external specialists who families can reach out to in order to receive specific diagnosis support as and when needed.	SENDco	Ongoing and no-costs associated	Ongoing – the school has a good network on contacts and will now look to formalise this in order to

				recommend service providers.
Disabled Toilet access	Add an additional disabled toilet in the Harrow House building	Head of Operations	September 2025 - £15,000	Completed in Summer 2025.
Fire safety	Upgrade fire systems to ensure sounders and visual alarms are best practice.	Head of Operations	September 2025 - £20'000	Completed Summer 2025, with all fire systems updated. Regular fire drills demonstrate that the system is effective.
Read Write Inc to be rolled out in Early Years and Key Stage 1 with a focus on inspiring excellent progress in phonics.	Whole school training planned over multiple staff training days with external and internal lead sessions.	Headmaster/ Head of Early Years	Sept 2021-2022 £10,000 + VAT Quick implementation needed	Completed and rolled out September 2021 with ongoing training continuing.
Repurpose office space to allow for a dedicated ELSA and ILE support room.	Move office spaces and refurb as needed. Create space to store Read, Write, Inc resources to ensure staff can access as needed when working with the children. A rota will be needed for the space.	Headmaster, Deputy Head Pastoral, Head of Early Years	January 2020 Minimal cost	Completed January 2020 and being used as planned. Resources moved to Atirum space as of summer 2025 with additional refurb completed.
Disabled toilet in Broomfield House re-positioned to allow for a wheelchair and all facilities refurbished	Bathroom company sourced and competitive quotes obtained. Careful choice of materials. Visit to Radnor House School to look at their provision	Head of Operations/ Headmaster	December 2020 – cost £28,000	Completed 2020
New signs in school and outside of school to direct visitors to the correct places and to direct children to correct areas as needed.	Head of School to work on designs with signage company to ensure all is inline with school new branding. Make visually clear and simple, using graphics to ensure communication of meaning.	Headmaster	2021-22 £8000	Completed October 2021 but signs also be upgraded again Autumn 2025.
Large visual screen in entrance hall giving information about the school to children, parents and staff. A method for clear communication and information sharing. Will also look at installing a second screen in the atrium should the first screen have a good impact.	Head of School to work with the school's IT support partner (ILUX).	Headmaster/ Head of Admissions	2021-22 £2000	Completed October 2021.

The Early Years classroom spaces and communal areas to be refurbished with a focus on creating a calm, spacious environment that allows for flow. The heights of shelving to be changed for accessibility for the children and equipment accessible to allow for independence. The outdoor area to be redeveloped at a later stage.	Head of School to work with Lisa Maynard from Dukes to project manage the development.	Head of EYFS along with Deputy Head Academic	Complete during 2020-21 – cost £50,000	Completed summer 2021.
Refurbishment of the School Office to include access to daily first aid for children.	Head of School to work with Lisa Maynard from Dukes to project manage the development.	Headmaster	Begin during Summer 2021	Completed October 2021 due to the need to wait on materials.
Replace furniture in Early Years and Key Stage 1 to ensure ergonomic fit and comfortable working conditions.	Measure chair and table sizes as needed and look at how best to work without the use of personalised school trays.	Head of Early Years	Summer 2021 and October 2021	Completed in the planned time frame. 5 additional tables ordered due to an increase in pupil numbers and space requirements.
Re-introduce Individual Learning Enhancement Lead role and recruit to ensure we are supporting children with additional needs closely.	Advertise the role and agree on job specification. Full time role.	Deputy Head Pastoral	Role to begin January 2022.	Complete.
Add ILE targets onto Termly report for parents to see to ensure they are able to continue supporting their children at home. Publish via iSams onto the parent portal.	Set up iSams cycle and test before use. Inform parents at PTA and work with staff on process. Deputy Head Pastoral to write ILE reports.	Deputy Head Pastoral	Use for first time in Spring Term.	First used in Spring Term reporting cycle 2021. Complete.
Staff to make sure of the Dukes Learning Development offering.	Many excellent SEND focuses training available to school staff which we will encourage all to use and sign up for using the Dukes Hub.	Deputy Head Pastoral	Begin using as soon as Dukes hub launched.	Staff have been using this resource well already since 2020 when hub launched.

Developing Our Accessibility Plan

Broomfield House has developed its accessibility plan in the following ways:

