



Broomwood Hall School Limited

ACCESSIBILITY POLICY & PLAN

Broomwood Prep – Girls, Boys & Pre-Prep

Policy Summary

Broomwood are committed to equal opportunities and aims to uphold a positive, non-discriminatory approach to disability. The School regularly reviews all policies, procedures and practices to ensure that it will not discriminate against disabled pupils or prospective pupils as far as is reasonable.

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Intended Audience

- Broomwood pupils and Staff
- Parents

Definition

The definition of a disabled person (Disability Discrimination Act 1995) is “someone who has a physical or mental impairment which has an effect which is substantial, adverse and long-term on his or her ability to carry out normal day-to-day activities.” For the purposes of this policy, disabled pupils may include pupils with physical, mental or sensory impairments, pupils with learning disabilities and pupils with impairment by long-term or serious illness or condition.

Introduction

The 2010 Equality Act replaced older legislation including the SEN and Disability Act 2001, which extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The 2010 Equality Act extended these to include protection from harassment.

This policy sets out the school's proposals to increase access to education for disabled pupils in the three areas required by the planning duties as originally laid out in the DDA and replicated in the 2010 Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Access arrangements for examinations are covered in the Learning Support Policy.

General

It is the responsibility of the Governors to ensure that financial or physical resources are allocated to ensure pupils' access to Broomwood.

Admission to Broomwood is outlined in the Admissions Policy. Those few children deemed too immature to start school might be deferred to the following academic year. It is only in exceptional cases that a younger sibling would not have automatic right of entry. Pupils entering at any other stage and from other schools is dependent on places being available.

Admission to Broomwood Prep (Girls/Boys) is automatic for all pupils in the pre-prep unless the Head of the prep school has any concerns which they have previously discussed with the child's parents. It is only in exceptional cases that a child would not have automatic right of entry. Pupils entering at any other stage and from other schools have to meet certain required academic criteria. Their entry is dependent on places being available.

The Schools apply these criteria to all potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his/ her disability.

The duty to take reasonable steps or adjustments is owed to all disabled pupils, and the Schools have therefore to anticipate needs. The Schools recognise their duty to consider the broad range of needs and requirements of all pupils, current and future, and accordingly to plan and make changes to policies, procedures and practices, to ensure that disabled pupils will not be placed at a disadvantage.

In making reasonable adjustments and in drawing up accessibility plans to improve access over time, the Schools will take into account their own resources, the health and safety of all pupils, the practicalities of making adjustments and the need to maintain standards for all pupils.

The Schools seek to ensure that all pupils have maximum access to its education and associated services by anticipating the needs of pupils in all its planning and provision and making reasonable adjustments wherever possible. The Schools will review regularly all their policies, procedures and practices to ensure that they will not discriminate against disabled pupils or prospective pupils as far as is reasonable. The Schools aim to uphold a positive, non-discriminatory approach to disability, as part of their commitment to equal opportunities.

The Schools will aim to plan for positive solutions to enable disabled pupils to participate fully in school life, but will also take into account the following factors:

- the need to maintain academic, sporting, musical and other standards
- the financial resources available to the School
- the practicalities involved
- health and safety requirements
- the interests of other pupils

Areas in which disabled pupils may be disadvantaged

Any pupil with significantly impaired mobility is going to be put at a disadvantage by the physical layout of the sites.

There are no lift facilities at the Vicarage. There is access from the garden to the ground floor only. These matters cannot be remedied in any substantial way by reasonable adjustments; the major alterations necessary to the physical features of the school would be prohibited by cost and the natural layout of the buildings.

At 50 Nightingale Lane there is lift access to the first floor in the new building. In the old building there is no access to any of the floors as the major alterations necessary would again be prohibited by cost and the layout.

At 68/70 Nightingale Lane, the facilities on the ground floor are accessible but the top floor has difficult access. These matters cannot be remedied in any substantial way by reasonable adjustments; the major alterations necessary to the physical features of the school would be prohibited by cost and planning constraints as the school buildings are listed Grade 2.

At 74 Nightingale Lane a lift serves all four floors of the building and there is a disabled lavatory on the top floor. However, access to the dining room would be difficult and the addition of a ramp has been deemed to be impracticable.

At Boys school there are ramp access to Dining Room and Gym, otherwise every other area has some step access required. Some areas such as lower years glass corridor and Maths department have 6 steps or fewer access. There are no lifts.

Although blind and deaf children would have difficulty in accessing the curriculum, provision could be made to enable partially sighted and hard of hearing children to lead fulfilling lives at Broomwood Girls and Boys. Any other disability that did not include severely restricted mobility eg epilepsy would not disadvantage a child from gaining complete access to the curriculum.

Pupils with disabilities such as dyslexia would be supported by the schools' Head of Learning Support and staff would be informed of appropriate techniques such as colour filters etc. Support is provided by the learning support department on a one-to-one basis or small groups. When recommended, some children use laptops in lessons and we arrange extra time in exams or scribes/readers as appropriate.

Awareness of Policy

Parents and staff should know that the schools have an equal opportunities policy and is committed to equality of opportunity for all their pupils.

Staff training

The teachers have received basic training in supporting pupils with special needs, differentiated teaching etc.

Learning Support Policy

There is a more detailed policy dealing with provision for learning support available for parents and staff to read.



Pupil Needs

School will take action to ensure:

- Physical access and egress to the buildings (adaptations) and wider school site;
- Equality of participation in the School's curriculum for pupils with Special Educational, EAL, or mental health (as a protected characteristic) or physical needs; and
- Access to clear and concise information (including website), and
- Other accessibility and equality objectives are met.

Actions Required for Pupils (and Adults)

Action	Responsibility	Success Criteria	Time Frame
Physical access and egress to the buildings (adaptations) and wider school site			
Ensure Movement around the sites/venues is accessible to all pupils, within the constraints of reasonable, allowable adjustments to listed buildings.			
Physical audits of the sites will be carried out with any disabled staff and pupils in mind, to improve access.	Facilities manager / Principal / Heads	Annual audits of each site available including relevant/possible actions and completion dates.	Ongoing – annually
Whilst some sites are unsuitable for pupils with long term significant disabilities, Broomwood has a Disability Access Plan for short to mid-term needs (for example injury requiring wheel-chair use during recovery). See Appendix 1.	Facilities manager / Principal / Heads	Annual review of Disability Access Plan.	Ongoing – annually
Current transport supplier has PSVAR vehicles (16–80 seaters) which are wheelchair accessible vehicles, if required.	Financial Controller	Immediate use of wheelchair accessible vehicles, if required.	Ongoing
Constantly seek to improve resources and learning environment to ensure parity of access and comfort for all pupils/adults.			
Review furniture in learning environments on each site.	Facilities manager / Principal / Heads/Heads of Learning Support	Evidence of assessment, intervention and progress. Record of review, actions.	Annual review
For significant financial commitment, Broomwood has secured the use of the Spencer field, which provide high quality PE and games environment	Financial Controller/Principal/Heads/PE Departments	Contract with Spencer for use; demonstrably more accessible facilities.	September 2025 onwards

with increased accessibility for pupils with physical impairments.			
When risk assessing school trips, consider access arrangements for pupils and colleagues with protected characteristics including: Accessibility of all venues (eg terrain); Suitability of environment (e.g. overstimulation); Context of beliefs.	Governor/Principal/Heads/Trip Leaders	Evidence of consideration on each risk assessment	Ongoing
Develop gardens to enable play for children with disabilities	Facilities manager / Principal / Heads	Renovate playgrounds to ensure smooth, flat surfaces where possible.	Spring 2024 (rear of BB), Summer 2024 (5ONL) and Easter 2025 (BG & BB)
Constantly review and update sanitary and emergency measures and procedures to improve engagement and empowerment of those with disabilities.			
Maintain lift, disabled lavatory and ramp at 5ONL and 74NL to ensure available for use when required.	Facilities manager / Principal / Heads	Fully operational lifts and lavatories	6 monthly-maintenance review
Trial improvement to emergency evacuation procedure at BG (purchase evac slides)	Facilities manager / Heads of Learning Support	Purchased evac slides and tested.	Summer 2024
Improvement to emergency evacuation procedure at BB (purchase evac slides) Not necessary at PP due to weight of children.	Facilities manager / Principal / Heads	Purchased evac slides and tested.	Summer 2024.

Flashing smoke heads now at 74 to support hearing impairment in emergency (three year plan). Consideration for other sites	Facilities manager / Principal / Heads	Purchase and trial of smoke heads.	Long-term maintenance plan – ongoing replacement when existing heads fail
Equality of participation in the School's curriculum for pupils with Special Educational, EAL, or mental health (as a protected characteristic) or physical needs			
Review and Improve Physical Resources to Provide Parity of Accessibility for Pupils and Colleagues with Protected Characteristics.			
Provide support within the classroom for children with significant hearing difficulties	Heads of LS	Identifiable staff, equipment and training commitment; pupil achievement and positive feedback.	Ongoing (focus: annual reviews)
Purchase specific teaching materials for children with learning needs such EAL, SEND (for example partial sight/ hearing)	Heads of LS	Inventory and evidence of application of equipment.	Annual
Review and improve training of colleagues to provide parity of accessibility for pupils and colleagues with protected characteristics.			
Audit of training needs for all staff on SEND issues.	Principal / Head / Head of LS / HR	Staff audit records	September 2026 and ongoing
Teachers training to use mobile microphones to enhance provision for deaf children who have appropriate receiver	Principal /Head / Head of LS	Training undertaken and evidence of its application.	Ongoing (with need)

Staff training on factors which might impede pupil's access to education, for example special educational needs or mental health	Principal /Head / Head of LS	Staff training log	Ongoing (with need)
Following on from the above, enable staff to increase their knowledge of the 4 different areas of SEND (CL, CI, SEMH, SP) and to increase knowledge of in-class strategies (and the importance to implement them) to help their pupils on a daily basis.	Principal /Head / Head of LS	Staff training log, schemes of work, lesson plans.	Ongoing (with need)
To provide further training to TAs in supporting pupils with speech and language difficulties	Heads of LS	Evidence of assessment, intervention and progress.	Ongoing (with need)
Review and improve of assessment of pupils to ensure that those with protected characteristics are not disadvantaged			
Review transition procedures for SEN pupils between Broomwood sites and to their senior/next schools.	Principal / Head / Heads of LS/Heads of Phase/Year	Meeting notes, transition plans, communication with parents.	Annually (focus in Spring term for Summer transition)
Ensure parents feel supported and informed in SEND.	Principal / Head / Heads of LS	Head of LS to train staff in how to communicate with parents relating to concern about SEND, leading to positive parental feedback through surveys and other. SENDCo to make links with parents who have	Ongoing (with a focus on annual reviews)

		children with SEND and offer support and guidance leading to positive parental feedback through surveys and other.	
Increase use of assessments to screen for phonological difficulties	Heads of LS	Evidence of assessment, intervention and progress.	Ongoing
Review and Increase integration of themes around protected characteristics within the curriculum.			
Teachers to embed specialist targets (OT, SaLT, Ed Psychs, etc) in the curriculum	Principal / Head / Heads of LS	Demonstrable examples within the curriculum and wider learning activities.	Ongoing
Teachers to include representation of those with protected characteristics, their works/achievements and challenges within the curriculum.	Principal / Head / Heads of Department	Demonstrable examples within the curriculum and wider learning activities.	Ongoing
Access to Clear and Concise information (including website)			
Every page on the Broomwood website includes, at the bottom left, the options for it to be presented in 'print view', 'standard view' or 'High Visibility'.	Marketing and Admissions / IT	Demonstrable ability to convert any Broomwood web page into a more accessible format	September 2023 and ongoing
Provide clarity of support for concerns regarding to access information on website	Marketing and Admissions / IT	Guidance clearly emphasised in Accessibility Policy	Ongoing

The IT team support parents and pupils access to school information on request, including purchasing, for example, of coloured screen for pupils with visual stress or dyslexia.	IT	Parental and pupil feedback including surveys.	Ongoing
Teaching and learning resources are differentiated to meet the specific needs of individual pupils (eg. provision of written materials in different formats such as coloured paper, dyslexia friendly fonts, dyslexia presentation)	Heads and Teaching Staff	Evidence of 1:1 support and provision of resources. Annual review detailing intervention and resources provided.	Ongoing (annual review)
Other Accessibility Objectives			
Broaden diversity of school community			
Encouraging diversity in staffing through advertisements.	Principal/Heads/SLT/HR	Diversity statement on website	Ongoing
Facilitate broader diversity within pupil body both to provide an educational opportunity for those with protected characteristics but also for existing pupils to experience a broader diversity of peers.	Principal/Heads/Head of Marketing and Admissions	Immersion weeks with pupils from overseas Gain sponsorship and sponsor overseas students (UKVI)	Spring 2025 and ongoing.

Appendix 1: Disability Access Plan

Whilst some sites are unsuitable for pupils/adults with long term significant disabilities, The following plan is prepared to enable access for those students who have short to mid-term needs (for example injury requiring wheel-chair use during recovery).

Installation of Temporary Ramps

Broomwood has a list of current providers who can provide ramps swiftly, enabling entry to buildings with a small number of steps. Site staff are trained in the construction of scaffolding used to support ramps (undertaking these activities on a regular basis to reflect staging and production needs).

1. Re-Rooming/timetabling

Some pupils/colleagues at the Pre-Prep may be re-roomed with relative ease, availability considerations create problems for Reception pupils and Pre-school pupils. The latter, other than junior phase pupils who are predominantly based in one classroom all day, move around the school to lessons mirroring senior school pupils. It would therefore be necessary, for a limited period, to create a classroom where a class might be based, teachers moving to that classroom as the timetable required. Where it is a colleague on need, they might be similarly re-roomed for a short period, where practicable. Exceptions may be necessary for some lessons where for space or logistical reasons, access is not available, In these instances, differentiated work would be provided for the student, with appropriate educational supervision. For this reason, this is a short rather than a long-term adjustment.

2. The implications for each site are:

The Vicarage

Pupils would be able to access the ground floor classroom. The Studio would be temporarily repurposed for the use of that pupils class. Art would be moved upstairs and Little Broomwood lunch would be served in classrooms. Lunch is served at 50NL (see below).

50NL

Full disabled access via lift to dining room, disabled lavatory and classrooms in the new building therefore any child in need would be re-roomed to one of these classrooms.

68NL

Temporary ramps could be installed to access ground floor. A classroom could be made available and lessons re-timetabled to that (teachers moving to the class) for the duration of the need.

74NL

Full disabled access via lift. Temporary ramps could be installed to access building from outside, to dining hall and possibly some classrooms. to dining room and Year 2 classrooms. A temporary ramp could be installed at the on-site entrance to the other building allowing access to the ground floor.

Broomwood Boys

Temporary ramps could be installed to access lower ground floor of main building (maths area). A classroom could be made available and lessons re-timetabled to that (teachers moving to the class) for the duration of the need. Ramps could be installed to access the dining room, gym and junior phase however access to science and art would not be possible due to steps and space restrictions, meaning an alternative timetable would be devised.

Sudbrooke Road

Space will be made available on the ground floor for colleagues/visitors (where there is also a bathroom and kitchenette).

Last reviewed February 2025