

Broadlands Hall Disability Equality Scheme – Accessibility Plan 2022-2025

Background

Broadlands Hall School aims to identify and remove barriers to disabled pupils in every area of School life and will ensure that children feel welcome irrespective of race, colour, creed or impairment.

Broadlands Hall School has one young person using a wheelchair with no others with a severe physical disability on its roll. However, planning for short, medium and long-term is in place to cover any areas where it is foreseen there may be a shortfall in requirements.

The definition of ‘disability’ within this document includes:

- Physical impairment (including sensory impairments)
- Mental impairment (including hidden impairments such as dyslexia, autism, speech and language impairments, ADHD) but only where these are likely to affect the person’s ability to carry out normal day-to-day activities.
- Those with cancer, multiple sclerosis or severe disfigurement.

Broadlands Hall School is ready and able to adapt and will ensure that any young person who becomes a pupil at the School is supported not only by an enthusiastic and supportive staff, but also with as many aids as are deemed necessary to make the life of both pupils and staff easier in an educational setting.

Recruitment, development and retention of disabled employees

Broadlands Hall School recognises that disabled staff may have much to contribute to the School and will not discriminate towards applicants in any way. However, the safety of the individual must always be of paramount importance and this must be carefully considered.

Broadlands Hall School will interview all disabled applicants who meet the minimum requirement for a job.

Upon recruitment, employees are required to complete a confidential Medical Questionnaire. This is seen only by qualified medical staff who will make a decision as to whether or not an applicant is able to fulfill the physical requirements of the position. Applicants receive a letter explaining that information in the Medical Questionnaire will be treated confidentially and will be signed and sealed by Sister Sue Durrant RGN prior to being kept on file in a secure container. If it is determined that the applicant will require additional help to enable them to carry out their role effectively, Sister Durrant will advise the Headteacher whose responsibility it will be to

ensure that additional help / equipment / training is provided. All Educational staff receive on-going training in areas such as Non-Physical Intervention, First-Aid in the Workplace, Health and Safety, Fire Safety, Food Hygiene and Child Protection.

All staff will have an annual appraisal. They are also encouraged to speak to the Headteacher at any time should they feel that adjustments could be made to their working conditions which will benefit them.

Upon leaving Broadlands Hall School, all staff will have an 'Exit Interview' at which time it will be ascertained whether there have been any adverse conditions which have contributed to the staff member terminating their employment with the School.

Impact Assessment

Broadlands Hall School will review its policies on a regular basis and immediately upon registration of a student, parents / carers or others associated with the pupil, with any type of disability. It is hoped that, by performing this exercise, all policies for the School will remain current and effective.

Main Priorities

Promoting Equality of Opportunity

The School will examine all information given to students to ensure that it encompasses anything helpful gathered from current disabled students at the School. The School will also speak to parents / carers and teachers to ascertain whether there is anything that can be done to make their involvement with the School easier. This will include translation of some of the main School information material on an 'as required' basis into languages parents understand.

Eliminating Discrimination

Staff will keep a close watch on the impact of all policies and will work to raise expectations of all disabled students.

Eliminating Harassment

The staff will work towards raising awareness amongst pupils, parents and carers of disability-related harassment. This will be done both in written policies and in practice. Any harassment will be immediately addressed.

Promoting Positive Attitudes.

Staff will treat all pupils with respect, regardless of disability. The School also expects behaviour of the highest standard of all its pupils towards one-another ('treat others as you wish to be treated yourself').

The School will use positive disabled role models to highlight achievements.

Encouraging Participation in Public Life.

All pupils at Broadlands Hall School are encouraged to take part in public life when they are at a stage in their development where this is appropriate to both themselves and others. Pupils frequently meet the public and are encouraged to enter into conversations and to adhere to formal conventions (opening doors, please and thank you at restaurants etc).

Registration of Disabled Pupils

Prior to accepting a pupil into Broadlands Hall School, a meeting will be held with the parents / carers to ascertain whether or not Broadlands Hall is the right school for that young person. It is important in such a small school that the balance of pupils is right and that 'needs' do not 'clash'. During this meeting, all special requirements will be carefully noted and no pupil will be accepted until the School can be sure that every element is in place to guarantee an easy and successful transition of education.

Children with Learning Disabilities

Broadlands Hall accepts children with a range of abilities and special educational needs including ASD, ADHD, global development as such, it assists pupils who are unable to access mainstream education. One-to-one (sometimes 2:1) support is provided for all pupils by teaching staff and a team of LSAs. Prior to accepting a pupil with a Learning Disability, reports (including EHCPs) from the previous settings together with specialist reports from other agencies are requested to ensure we can provide the level of support required. We sometimes also visit the pupil, especially if they are going to be accommodated in Broadlands or Thistledown Homes. If we believe that we may be the 'right school' for a child with a learning disability, the pupil, and appropriate others (parents/social workers) will be invited to the School.

If the parents wish to accept a place, the Head will re-visit the current 3-year-plan and will amend as necessary.

Children with Physical Disabilities

Current Access

Pupils with impaired mobility can access the entire School. All corridors are wide enough to allow wheelchair access. Signage throughout the School is a mixture of written and visual (pictures and words) and the fire alarm auditory but staff are tasked with physically clearing the building of personnel. All areas of the School are well lit with low level emergency lighting in place.

Toilet Facilities

We have 4 toilets for staff/visitors and 6 for the pupils, 2 of which can be used for disabled pupils.

Transport and access around the School grounds

The School has a Wheelchair Car which can be used for travel outside the School. There are wide pathways to allow access around the outside of the School and vehicles can be parked immediately outside the Main Entrance to the School.

Furniture and Equipment:

Broadlands Hall School recognises that children of varying disabilities will require different facilities within the School. To ensure that children can work in the very best conditions, the Disability Officer at the School and the Headteacher will assess the needs of a child prior to his arrival and will ensure, if appropriate, that chairs, tables and desks of a suitable nature are purchased. Advice will be sought from parents / carers and other outside agencies. All pupils have access to computers and adapted keyboards / laptop computers will be available to any students who may require them.

The Curriculum

We ensure that the curriculum is accessible to all students and work is presented to children in a wide variety of formats which can be adapted for disabled students. ICT is widely used to produce written information in differing formats and signs can be printed in a large font. Staff are all familiar with this technology. Interactive whiteboards have been installed into all classrooms.

Mental Health

The School is very aware of the current shortfall of CAMHS support in Suffolk and therefore has an agreement with a private Mental Health Assessment Team (The Apricot Centre or The Priory) who will assess pupils if required. The School also has a qualified counsellor, Mrs Anne Mansfield, on the staff team who works closely with parents and children as required.

Policies

Upon acceptance of a pupil at the School with any type of disability, all School Policies will be re-visited to ensure that they take into consideration the particular requirements of the new pupil.

Staff

The staff work with pupils with a wide range of special educational needs. Therefore, they are already trained in many aspects of caring for children. Prior to a disabled child being accepted at the School, the Headteacher will ensure that staff either have, or will receive, the necessary training required to work with that child. In some instances, this may involve recruiting additional staff with specialist qualifications (Makaton training, Brail reading, sign language etc).

Policy-Making

When a physically disabled student is registered, he will be asked to join a group comprising of the Headteacher and the Lead Teacher to regularly review the facilities in the School. This group will also play an active role in decision-making for the future.

Teachers / Parents / Carers

Whilst this document refers directly to pupils at the School, the same policy will apply to any new teachers, parents or carers who become involved with Broadlands Hall School. Immediately the School is aware of any teacher, parent or carer joining the School who may require special assistance, they will be invited to meet with the Lead Teachers and the Headteacher who will ensure that any additional resources / facilities are put in place as soon as is practically possible.

Reporting

The Lead Teachers will report on the Disability Equality Scheme annually to the SMT and will investigate progress that has been made in short, medium and long-term plans. In addition, the effect of work completed will be recorded and future plans will be discussed. Both this document and other policies will be re-visited annually to ensure that they are still current and the entire Scheme will be reviewed and revised as necessary every three years.

Risk Assessments

The Bursar will undertake a full risk assessment of the premises and the child upon acceptance of any pupil with special needs. In addition, current risk assessments will be regularly reviewed with DDA regulations in mind.

Objectives and Timeframe

<i>Target</i>	<i>Strategy</i>	<i>Time frame</i>
Short Term Objective		
Completing all small building jobs in the new building including the new kitchen		April 2024
Medium Term Objectives		
Undercover walkway connecting both buildings to make access easier during inclement weather		October 2024
Improve car park to help wheelchair access for pupils and disabled visitors.		November 2024
Long Term Objectives		
To add visual alarms to the School Fire Alarm System	The supplier has been contacted and these are available. We will look to install if the need arises.	As required

Headmaster: Chris James-Roll - Updated September 2024