

Broadlands Hall School

Accessibility Plan 2026-2029

Equality Act 2010 - Schedule 10

1. Purpose and legal framework

Broadlands Hall School is committed to identifying and removing barriers that may prevent disabled pupils from participating fully in school life. This Accessibility Plan has been prepared in accordance with Schedule 10 of the Equality Act 2010 and complements the school's Accessibility and Disability Policy, SEND arrangements and Equality duties.

The plan addresses the three statutory areas:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment so disabled pupils can take advantage of education, benefits, facilities and services;
- improving the availability and accessibility of information provided to disabled pupils.

2. Broadlands context

Broadlands Hall is an independent special school for pupils aged 9-20 with EHCPs and a wide range of SEND. Accessibility therefore includes physical access as well as communication, sensory, cognitive, emotional and learning access. The school will avoid assumptions based on diagnosis and will assess individual barriers and reasonable adjustments through admissions, EHCP review, risk assessment and ongoing person-centred planning.

3. Principles

- Pupils and parents/carers will be involved in identifying barriers and evaluating adjustments.
- Reasonable adjustments will be planned proactively rather than waiting for a pupil to experience disadvantage.
- New building work, room changes, furniture and equipment purchases will consider accessibility from the outset.
- Accessibility will be considered for curriculum activities, trips, examinations, boarding and wider school events.
- The Headteacher and Proprietor will ensure adequate resources are considered when implementing this plan.

4. Current arrangements

- The curriculum is personalised and can be adapted using visual supports, assistive technology, alternative recording methods, reduced language demand, sensory regulation and differentiated teaching.
- The school uses a range of classroom and specialist spaces and considers individual mobility, sensory and communication needs when allocating rooms and planning access.
- Information can be adapted into accessible formats, including simplified language, visual formats, larger print and electronic formats, according to need.

- Individual evacuation arrangements and Personal Emergency Evacuation Plans (PEEPs) are used where required.

5. Action Plan 2026-2029

Priority	Action	Lead	Timescale	Evidence / success measure	Review
Curriculum access	Audit accessibility of curriculum pathways and identify individual barriers through EHCP/IEP review. Ensure reasonable adjustments are explicit in planning.	SENCo / Heads of Phase	Autumn 2026 then termly	Pupil plans show adjustments; participation and progress reviewed.	Termly
Physical environment	Complete an annual accessibility walk of teaching, boarding and external areas, including routes, thresholds, toilets, signage, lighting and furniture.	Headteacher / Site Lead	Autumn 2026; annually	Actions logged, prioritised and completed or included in premises plan.	Annual
New/changed spaces	Ensure the new and refurbished teaching spaces, including specialist rooms, consider wheelchair access, appropriate-height workstations/sinks, circulation space and sensory needs.	Headteacher / Proprietor	2026-2027	Accessibility considered in room plans and snagging.	On completion
Accessible information	Establish a simple process for producing large print, visual, easy-read or electronic information when required.	SENCo / Admin	Spring 2027	Families and pupils can request and receive information in an accessible format.	Annual
Emergency evacuation	Review PEEPs and evacuation support for any pupil, staff member or visitor who may require assistance, including consideration of	DSL / Fire Lead	Each term and on admission	Current PEEPs; drills demonstrate safe evacuation.	Termly

Priority	Action	Lead	Timescale	Evidence / success measure	Review
	visual alarm needs.				
Assistive technology	Review availability and use of laptops, accessibility settings, alternative keyboards/input devices and other assistive technology.	SENCo / IT Lead	2026-2028	Needs identified and equipment deployed where appropriate.	Annual
Staff development	Include accessibility and reasonable adjustments within SEND, induction and relevant CPD.	Headteacher / SENCo	Annually	Staff can identify barriers and apply agreed adjustments.	Annual
Pupil/parent voice	Seek feedback from pupils and families about accessibility and incorporate this into reviews of the plan.	Heads of Phase	At least annually	Feedback informs priorities and revisions.	Annual

6. Monitoring and review

The Headteacher will monitor progress against this plan and report to the Proprietor at least annually. The plan will be formally reviewed and revised by September 2029, or earlier if there is a significant change in pupil need, premises or statutory requirements.

Prepared by: Chris James-Roll, Headteacher

Approved by: Keith Boulter, Proprietor

Date approved: September 2026

Formal review: September 2029