



Broomfield House School

EYFS ACCESSIBILITY PLAN DECEMBER 2018-DECEMBER 2021

This Policy, which applies 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:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

Broomfield House Strategy:

The Broomfield House strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), Equality Act (2010) and The Public Sector Equality Duty (2011), as amended.

Monitoring and Review:

- ✓ This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- ✓ 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: December 2020

Next review: December 2021

The Special Needs and Disability Act 2001 refers to disabled children in a wide sense, including those with 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 disabled children 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.

TASK OR ISSUE	ACTION	LEAD	TIMEFRAME & COSTS	Autumn 2019 Update
EYFS – communication and interaction,	For EY staff to attend current courses run by borough to help with changes to the curriculum and current practice To increase the opportunities for talking for a purpose through indoor and outdoor learning To model talk for children with speech difficulties	Head EY Co-ord Dukes Education	Ongoing Cost - £150 per course	Done and on going
EYFS - cognition and learning	EY teachers to meet with parents to discuss any issues related to their child. Teachers to provide star charts with specific targets to allow the child to understand how to achieve To provide 1:1 support in class to help children with understanding and learning	Staff and Head (to purchase Tapestry)	Ongoing	September 2018 and ongoing
EYFE – social and emotional health	EY to use social stories and role play to help children understand how to interact and respond to their peers To provide circle time and allow children opportunities to discuss issues To follow the Jigsaw Programme alongside the rest of the school to promote PSED To provide a forum for staff to share issues with EYCoord To allow children time and security to share worries with teacher on 1:1 basis To meet with parents to advise on support with behaviour and emotional issues ELSA provided in school for children with emotional issues	Staff –EYCO	Autumn 2019 Use role play areas Use jigsaw programme and circle times Use worry boxes Connect with lead of ILE and AH for ELSA support	September 2019 - ongoing

EYFS re-development – height of shelving to be changed for accessibility for the children. Sink to be lowered so children can access. Equipment accessible to allow for independence. Outdoor plan accessible continually. Continuous provision for outside learning. Wooden blocks available at all times. Soft furnishings to be less colourful and more toned – more soothing colours for sensory children.	CapEx agreed by Dukes Education 2020 but put on hold due to Covid.	Head of EYFS along with Deputy Head (Academic)	Complete during 2020-21 – cost £50,000	Summer 2021
EYFS - Re-develop early years' toilets to improve the quantity of them (at least 4 in total) and to enhance access to them for disabled children	Head to plan this with contractors and architects (Acanthus) New storage area included – no longer needing loft space	Head	Summer 18 aim. Cost £10000	Completed - Summer 2018
EYFS – sensory and/or physical needs	Introduce sensory garden with flowers and scents September 2020 Toilets updates Summer 18 To provide space outside classroom to provide 1-1 teaching as required	Head	Summer 2020 PTA? Summer 2018	Toilets Done – Summer 2018. Garden – 2019-2020
EYFS being refurbished allowing for greater accessibility for the children	Head of EYFS Planning with SLT	Head of EYFS and Deputy Head (Academic)	Summer 2021	Planning ongoing
SEND/CO/Head of ILE to research how we can provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information	To support children accessing information who have difficulties doing so. Display visual cues in classrooms and EYFS areas	EYCO and staff Relate to needs in class each year	Spring 2019	Spring 2019 and ongoing
Provide visual timetable in EYFS and KS 1	To enable children to understand better what is happening in the day – particularly helpful for those whose hearing is limited	EYCO and Yr 1 class teacher	None apart from staff time	Done by PK, K and Yr 1 teachers ongoing

To update all staff understanding and knowledge of the EYFS	In house JPD to share good practice. Termly team meetings	EYCO	By Summer 2019 No cost	By Summer 2019
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Developing Our Accessibility Plan

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

