



Broadwater School **Accessibility Plan**

Broadwater School is part of the Greenshaw Learning Trust.
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company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Broadwater School Accessibility Plan

January 2026

This Accessibility Plan applies to Broadwater School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: SENCo

This plan was approved by the Governing Body on: January 2026

This plan is due for review by: January 2029

Broadwater School Accessibility Plan

Introduction

The SEN and Disability Act 2001 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:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of Broadwater School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

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

Broadwater School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Broadwater School

Broadwater School is a mixed sex secondary school with approximately 700 students on roll. The school comprises of several interlinked buildings covering a large site, mostly of one or two story construction.

The school also has a Speech, Language and Communication (SLCN) Centre with 30 places. This is based wholly within the school buildings.

Broadwater School's vision for disabled pupils:

Broadwater School is committed to providing a fully accessible environment which values and includes

all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life our the school and benefit from the learning experiences we provide

Broadwater School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED STUDENTS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan	Impact	Resp	Y1 review	Y2 review	Final review
To ensure that Student Passports have been completed for relevant SEND students by September and are reviewed on a termly basis.	All staff are fully aware of the needs and reasonable adjustments of those SEND students with a higher level of individual needs (incl. those with EHCPs). This supports greater accessibility in all lessons.	JIL	All Student Passports were completed for Y8-11 students at the start of the academic year. Y7 Student Passport were created by November 2025 and staff had access to detailed information prior to this.		
To ensure that all students with medical needs have a care plan which enables them to access the curriculum as full as possible.	All staff are fully aware of relevant students' medical needs. This supports greater accessibility for curricular and extra curricular activities.	JIL	Students who require care plans are identified and plans created in a timely fashion. This includes involvement from KHA (Student Services)		
To ensure that all relevant students have reasonable adjustments communicated to all staff and in place to	All staff are fully aware of the reasonable adjustments of	JIL	Detailed information is contained in Student Passports for all EHCP students and some students		

enable them to access the curriculum. This includes use of laptops, differentiated resources, support from a teaching assistant and quality first teaching.	relevant SEND students. This enables these students to increase accessibility to the curriculum in order to support them to learn successfully.		at SEN Support. Other students' information is contained in the school's SEND Register which is regularly checked and updated. Relevant staff are directly informed when new/reviewed student information is distributed.		
To ensure that identified students received interventions in order to support their SEND with regular reviews in line with the Graduated Approach. These include Fresh Start, Direct Instruction (Reading), social skills and Emotional Literacy support (ELSA)	Relevant students are able to more rapidly improve their knowledge and skills as delivered in the intervention. Students should be more able to access their learning with a resultant increase in their confidence as a learner.	JIL	The school has a Provision Map which identifies the interventions and those students completing these. Each student has an Individual Learning Plan which records progress in each intervention. These are reviewed termly.		

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Regular discussions between the Site	All pertinent issues are identified in a	OWH/ JIL	Recent tarmacking work includes tactile paving.		

<p>Supervisor and SENDCo in order to check that the site is accessible as possible. Recent building work is compliant with regulations and the site as a whole is as accessible to students with disabilities as possible.</p>	<p>timely fashion so that they can then be addressed as quickly and effectively as possible.</p>				
<p>To upgrade the external automatic doors around the site so that they open and close properly and are compliant with the latest regulations</p>	<p>External automatic doors operate effectively for all users.</p>	<p>OWH/ JIL</p>	<p>Upgrades completed on some doors. More work to carry out over Feb. half-term.</p>		
<p>For an external (GLT led) Accessibility Audit to be completed including identifying any actions and suitable timeframe to complete these.</p>	<p>To identify and prioritise actions required to improved accessibility to the Broadwater School site.</p>	<p>OWH/ JIL</p>	<p>The following identified work is currently being completed: 1) Remediate existing entry phone. 2) (Internal steps) Where nosings are coming away from the treads and risers, consider re-fixing these accordingly. 3) Installing suitable signage clearly identifying each refuge point with</p>		

			means of communication.		
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3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan <i>(examples)</i>	Impact	Resp	Y1 review	Y2 review	Final review
Use of laptops or reading pens for students with literacy and/or language difficulties to enable them to 'Read Aloud' text as and when necessary.	For students to independently access texts in order to support successful reading.	JIL	Students are provided with laptops and/or reading pens based on their identified needs and preferences in a timely fashion. Some students also access a typing tutor programme.		
Regular training and information given to staff to ensure that they are providing students, especially those within the SLCN Provision, with accessible language in lessons	To enable relevant students to successfully access lesson content through careful use of language and through providing support for more complex language.	JIL / CLI	JIL regularly contributes to twilight and Best Practice staff CPD throughout the academic year.		
The school website is written in user-friendly language, with as non-complex vocabulary as we	For all users to be able to successfully access the website.	STU	The website format follows the web protocol of all GLT schools. Where acronyms are used, a definition follows. Any feedback is		

can manage.

		taken into consideration and amendments made accordingly.		
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