



Belvoirdale Primary School

Accessibility Plan

Approved by:	Governors	Date: July 2022
Next review due by:	To be reviewed every 3 years	

Signed:

Date:

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7
Appendix 1: Accessibility audit.....	8

.....

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Belvoirdale is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Targets	Actions to be taken	Personnel	Timescale	Review of Progress
Increase access to the curriculum for pupils with a disability	<i>Belvoirdale offers a differentiated curriculum for children of all abilities and uses specific resources to ensure all pupils are able to access the curriculum fully.</i>	Training for specific staff including medical including epilepsy, asthma, physical disability and allergies More use of ICT equipment	Carry out an Audit of CPD Teachers and support staff to be given opportunities to watch outstanding practitioner use ICT in lessons	Class Teacher SENDCO	As necessary	List of areas staff feel they would like training for. Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Use resources identified within care plans/EHCPs and pupil passports Use of Widgeit to support all learners Use of neutral borders and display backgrounds	Purchase and implement resources as and when need is identified. Monitor use and impact with regular assessment and class visits.	SENDCO	As necessary	In place and provided as needs arise.
	<i>Curriculum resources include examples of people with disabilities.</i>	To ensure inclusive and monitored regularly	Monitor use and impact with regular assessment and class visits	SENDCO and Subject Leads	As necessary	Evidence of resources used and their effectiveness.
	<i>Curriculum progress is tracked for all pupils, including those with a disability.</i>	Target Tracker Data shows no obvious inequality in progress.	Continue to use assessment for learning daily and provide additional support/intervention. Use pupil progress meetings with Headteacher to ensure progress is closely monitored.	All Teaching Staff, Deputy and Head	Ongoing	Regular Headteacher meetings to monitor progress and impact of support.
	<i>Targets are set effectively and are appropriate for pupils with additional needs.</i>	To ensure that staff use resources available and stated in care plans/EHCPs and pupils'	Introduction of new pupil passports to highlight area of need and appropriate resources on one page rather	SENDCO Class Teachers		Use pupil passports as part of transition to new year groups. Discussion with pupils and

		passports.	than many different documents.			teachers about child centered approach. Parent questionnaire.
	<i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	All staff to utilize care plans/EHCPs and pupil passports.	Monitoring of planning, books and teaching to ensure appropriate tools are used. Use of outside agencies such as Educational Psychologists, ADHD solutions, Autism Outreach and other medical professionals when appropriate.	SENCO Class teachers	Ongoing	Continuous monitoring
Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required.</i> <i>This includes:</i> <ul style="list-style-type: none"> • <i>Direct Ramp access (except two classrooms – but there is alternative)</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Two Disabled toilets and space to accommodate a changing bed if needed.</i> • <i>Library shelves at wheelchair access height</i> 	To ensure all classrooms have <u>direct</u> access via a ramp. Disabled Bay to be re-located to improve closer/safer access. Improve areas for visually impaired.	Double Mobile has no ramp access. Enquiries to be made about purchasing a portable ramp disabled space is to be marked out closer to School entrance.	Head / Business Manager Head / Business Manager Premises Officer		Continuous monitoring
Improve the delivery of information to pupils with a disability	<i>Upon request/when required we aim to provide a range of communication methods to ensure information is accessible. This includes:</i> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> 	Ensure school documentation is available in formats accessible to all. Staff to meet to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioral/ physical needs.	Upon request, provide large print versions of documents/letters if requested. Consider other media as and when e.g. dual language Use widget symbols to label trays. Use visual timetables and calendars.	Admin Class Teacher SENDCO	When required	Continuous monitoring

	<i>Pictorial or symbolic representations</i>	To improve signage around school including visual clues to aid visually impaired and EAL.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	Head/ Business Manager		
	<i>Staff are welcoming and enthusiastic about inviting parents and visitors into school</i>	Improve communication at reception/front door	Review the information leaflets at the main entrance to ensure they are appropriate and up-to-date. Ensure information regarding local network support is made available online and on external noticeboards and in newsletters.	SLT		
	<i>Website is well maintained and kept regularly up-to-date.</i>		Professional update of website to improve 'look and feel' and improve access to information. Languages are available via interpreter app			
	<i>A screen is in reception welcoming parents and visitors</i>	Incorporate live twitter feed and display up-to-date events and information				

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Resources Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single Storey	N/A	N/A	N/A
Corridor access	Due to the design of the school, some corridor access is through classrooms. i.e. to get to the staffroom is accessible through EYFS and Class 1/2. Access to Reception and Hall is via other classrooms.	Class Teachers and Staff to ensure there is a clear walkway through free from obstructions in their areas.	Class Teachers	Ongoing
Lifts	None	N/A	N/A	N/A
Parking bays	Car Parking spaces are small with limited access to some spaces. The car park has recently been extended, due to the relocation of the school gates. This has created additional spaces along the road leading up to the gates.	Staff and Visitors are to ensure they park sensibly and be considerate of other users. Staff and Visitors to ensure there is always adequate access to ensure emergency vehicles can gain access if needed. Consider marking out additional bays down slip road to encourage staff to park more sensibly.	SLT	Ongoing
Entrances	The rear exit into the building leading from the Hall into the KS2 Playground is narrow	Keep area clear at all times and ensure suitable signage (fire exit).	All	Ongoing

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Ramps	The 2 mobile buildings on site have ramped access at the front of the buildings. The double mobile has no ramped access.	Ramps to be maintained and kept clear at all times. Hopes in the future for LA to replace temporary buildings with permanent structures. Risks Assessments needed to ensure anybody with a disability to be able to get in/out of the buildings in the event of an emergency. Look at purchasing a portable ramp for rear access to double mobile (fire exits).	LA / SLT	Ongoing
Toilets	According to DfE guidelines the building has sufficient toilets for staff and pupils. There is also an Accessible Toilet close to the school reception.	To be well maintained and accessible at all times.	SLT	Ongoing
Reception area	The reception area has double door access with double door access into the Hall.	None	SLT	
Internal signage	Internal and External signage to be improved.	Ensure signage to main reception from the back door which leads out on to KS2 playground is put in place. Some general signage to be made clearer throughout the school. For instance some classrooms did not have signage. Sign/directions to staffroom to be made clearer.	SLT	Ongoing
Emergency escape routes	There are emergency escape routes throughout the school.	Areas to be kept clear at all times. Emergency Lighting (for escape routes) is tested annually.	SLT	Ongoing

Final Plan/ATB