



Accessibility Policy

Document History

Chair of Governors	Claire Ramwell
Author	Katie Smith
Role	SENCo
Approved By	<i>C Ramwell.</i>
Approval Date	June 2023
Review Period	2 years
Review date	June 2025

Version History

Version	Date	Changes
1	27/05/21	
	9/6/23	No changes

List of Abbreviations Used

SENCo	Special Educational Needs Coordinator
LA	Local Authority
SEND SS	Special Educational Needs Support Service

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.

Belmont Primary School is a small, rural community primary school. Staff know pupils exceptionally well and our school is a happy place where all children are encouraged to thrive. We have high expectations of all our pupils and adapt our curriculum and building to suit every child's needs.

This plan will be made available online on the school website, and paper copies are available upon request or by email.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We regularly consult with the Borough's SEND Support Services and parents and carers about how best to support our pupils.

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

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. Purpose of Plan

This plan shows how Belmont Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

4. Contextual Information

- Belmont is set largely over one floor. Children do not require access to the rooms on the second floor.
- A disabled toilet is available on the ground floor.
- Wheel chair access to the school is via the main entrance.

At present we have no wheelchair dependent pupils, parents or members of staff.

5. Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. We currently have no pupils with significant restricted mobility.

6. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. Intervention outside of the class is used where necessary and is monitored and overseen by the class teacher, SENCo and Head teacher.

Target	Strategies	Timescale	Responsibility	Success criteria
Increase confidence of all staff in differentiating the curriculum	Continue to be aware of staff training needs on curriculum access. Continue to access training support from the SEND SS team.	On going	SENCo Head teacher	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure that classroom support staff have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD	As required	SENCo Head teacher	Raised confidence of support staff
Ensure that all staff are aware of disabled	Set up a system of individual access	As required	SENCo Head teacher	All staff aware of individual's needs.

children's access	plans for disabled pupils when required Information sharing with all agencies involved with child			
Use IT software to support learning	Make sure software is suitable and accessible to all	As required	Computing lead	Wider use of SEN resources in classrooms
All educational visits to be accessible for all	Develop guidance for all staff on making trips accessible	As required	Head teacher/Educational Visits Coordinator	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE is accessible for all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE Coordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Target	Strategies	Timescale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents through newsletters Consider access needs during recruitment process	As required As required Annually Recruitment process	SENCo Head teacher Governors	IEPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering	As required	Head teacher Governors Site Supervisor/ LA buildings officer	Building is usable by all

	any redesign or allocation of space			
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site supervisor	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with mobility issues Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENCO SENCo	All disabled pupils and staff working alongside are safe in the event of a fire
All fire escape routes are suitable for all	Make sure all evaluation routes have a ramp accessible for disabled pupils, staff, parents/carers . (see evac map found in every room in school)	On going and as required and appropriate Weekly	LA Site supervisor	All disabled staff, pupils and visitors able to have safe, independent emergency evacuation exit

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Timescale	Responsibility	Success criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms	During induction	All staff	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office/ Teaching staff	Excellent, accessible communication
Ensure all staff are	Guidance to staff on	On-going	SENCo SEND SS	Staff produce their own

aware of guidance on accessible Formats	dyslexia and accessible information			accessible information
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	As required	SENCo	Staff more aware of pupils preferred method of communications
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCo	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirements for access by person with visual impairment	Annual check to ensure compliance	Person responsible for school web site	All can access information about the school

7. 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 the governing board and head teacher.

8. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Medical Conditions Policy
- Special educational needs (SEN) and Disability policy
- Trips and Visits Policy
- Safeguarding Policy
- Remote Working Policy