

# Accessibility Plan



<b>Approved by:</b>	Governing Body
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<b>Last reviewed on:</b>	September 2023
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## 1. Introduction

The school is committed to taking positive action in the spirit of the Equality Act 2010 regarding disability and developing a culture of inclusion, support, and awareness throughout the school.

The school has on roll pupils with a range of disabilities including hearing/sight impairment, social, emotional and learning difficulties. All pupils on roll have an Education, Health, and Care Plans (EHCP). The range of needs is diverse and includes autism, sensory difficulties, processing difficulties, social, emotional, and mental health needs. The school is recognised by the Local Authority and neighboring LEAs as being well placed to support pupils with an EHCP.

The school recognises its duty in complying with all disability and equal opportunities legislation:

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and extra-curricular activities
- not to treat disabled students less favorably
- to take all reasonable steps to avoid putting students with disabilities at a substantial disadvantage
- to publish an Accessibility Plan

Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the "Equality Duty"). The Equality Duty replaces the previous three sets of duties on schools to promote disability, gender, and race equality through having equality policies and action plans for these groups.

## 2. 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.

Belle View School is committed to providing an environment that enables full curriculum and school site access that values and includes all pupils, staff, parents, carers, and visitors regardless of their educational, physical, sensory, social, and cultural needs. We will take positive action about disability and in the spirit of the Equality Act 2010 aim to develop a culture of inclusion, support and awareness within the school. Our Accessibility plan will show how we aim to make reasonable and timely adjustments to accommodate needs where practicable.

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 understand 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.

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 staff and the local governing body.

### **3. 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 and school staff with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil or member of the staff team faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises, availability to use certain medical room facilities or toilets.

### 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	Objectives	Actions to be taken	Person responsible	Date to complete actions	Success criteria
<p>Increase access to the curriculum for pupils with a disability modifying, the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils.</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils.</li> <li>• In Physical Education individual programs are designed according to the needs of the student.</li> <li>• Specialist equipment is available to allow access to the curriculum.</li> <li>• Staff are on hand to assist in accessing the curriculum.</li> <li>• Pupils are seated in classrooms in accordance with medical advice and direction of SENCO and provision as outlined in EHCP.</li> <li>• Activities and school trips are available to all pupils.</li> <li>• Risk assessments are carried out and procedures are put in place to enable all children to participate.</li> <li>• Pupils in the school who have an EHCP have their individual physical needs formally assessed on an annual basis at the EHCP review and a review of provision to access the curriculum is conducted.</li> </ul>	<p>We adapt the curriculum to meet the needs of all pupils with practicable differentiation to tasks, activities and trips.</p> <p>We adapt the curriculum to meet the individual needs of all pupils to ensure that all pupils are equally prepared for life.</p>	<p>Annual SEND audit of curriculum to ensure it continues to recognize needs, learning goals and any opportunities for further adaptation.</p>	<p>Head Teacher</p>	<p>Date of last audit term 4 2023. Next audit due 2024.</p>	<p>Curriculum fit for purpose.</p> <p>All pupils can access lessons, extra curriculum activities and trips and visits.</p> <p>Pupils with disabilities are as equally prepared for life as the able-bodied pupils.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions	Success criteria
<p>To support differentiation in specific lessons for pupils with physical or sensory issues</p>	<ul style="list-style-type: none"> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils and is adapted.</li> <li>• Pupils are seated in classrooms in accordance with medical advice and direction in pupils EHCP's.</li> <li>• All lessons are adapted in response to pupil circumstances/need.</li> <li>• Students who have difficulties in presenting work that is legible are supported to improve their handwriting by explicit teaching.</li> <li>• Students who require the use of a laptop for writing heavy subjects will be able to use IT in their Public Examinations as an Access Arrangement if this becomes their 'normal way of working.'</li> <li>• Extensive information is shared with all teaching staff as to how best to include all disabled, sensorily and visually impaired pupils in the classroom environment.</li> </ul>	<p>Access to lessons is planned and differentiated so that pupils with physical or sensory issues can access lessons.</p> <p>Lessons are planned and consideration given to pupils with a disability to ensure they are supported.</p>	<p>SEND audit to check lessons support differentiation in specific lessons for pupils with physical or sensory issues.</p> <p>Review of Health Care and medication plans with reference to specific lessons.</p>	<p>Head Teacher</p>	<p>2024</p>	<p>Differentiation for pupils with physical or sensory issues are appropriate and support pupil progress.</p>

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To ensure that all pupils and staff are adequately and appropriately resourced to complete expected work tasks	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Resources are available to support pupils for example, different paper colour, sizes, pens, writing slopes colored overlays, screen protectors, lap weights, appropriate seating, computer software to be accessible to pupils.</p>	Ensure that all pupils and staff are adequately and appropriately resourced to complete expected work tasks	Audit of individual provision plans for pupils/ staff and health plans.	Head Teacher	Completed ongoing review.	<p>Staff can consistently deliver lessons without hindrance of a lack of resources.</p> <p>Pupils make progress.</p>

<b>Aim</b>	<b>Current good practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Improve and maintain access to the physical environment of the school, adding more specialist facilities as necessary – the school consider the needs of students, parents, and	<p>The environment is adapted to the needs of pupils. Staff and visitors as required. This includes:</p> <ul style="list-style-type: none"> <li>• Safe routes via ramps exist on the site.</li> <li>• Lifts</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> </ul> <p>Reasonable adjustments are made in the application of policies to ensure, disabled students, parents and visitors to the school are not treated unfavorably.</p>	<p>The school is compliant with SEND disability regulations and the 2010 Equality Act.</p> <p>The school is compliant with the Independent School Standards contained in regulations made under section 94 of</p>	<p>Classroom audit of access points, movement flow to be undertaken.</p> <p>Whole school site audit of accessibility in terms of visual signage/ markers for handrails/ fixtures and fittings disabled parking bays and toilet facilities/ about the ease of comprehension of signage and ease of</p>	<p>All Staff –with Class /Subject tutor responsible for leading audit of their classroom.</p> <p>Operations Manager to allocate and resource</p>	2024	Classrooms are safe, with good signage, visual prompts and clear exits marked and free flowing pathways in classrooms clear of hazard.



visitors with physical difficulties and sensory impairments when planning and undertaking future improvements.	<ul style="list-style-type: none"> <li>All classrooms and specialist teaching areas are accessible to all pupils.</li> <li>Safe storage facilities for wheelchairs and specialist equipment are available.</li> <li>A number of doors have been adapted to ease access.</li> <li>Emergency evacuation routes have been identified and procedures implemented.</li> </ul>	the Education and Skills Act 2014.	escape/ evacuation routes to be assessed	environmental adaptations. With support from SALT team in reference to communication via signs		
<b>Aim</b>	<b>Current good practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Recognition of cultural and religious diversity	The school will offer a prayer room for pupils, Staff and visitors requesting need of one for individual worship	Recognise and support cultural and religious diversity.	information gained at the point of admission and ongoing regarding individual's preference and requirements in terms of their daily worship	Head Teacher	Completed	Cultural and religious diversity is acknowledged and celebrated
Improve where necessary the delivery of written information to students,	Pictorial or symbolic representations are displayed in classrooms. We provide overlays & Coloured paper who have been diagnosed with Irlen Syndrome or dyslexia.	Visual information is recorded in a user-friendly way	Prepare information sheets in varied formats to cover diverse needs in understanding safety information	Head Teacher	Completed	School sites are communication and sensory friendly

staff, parents, and visitors with disabilities.	Information is shared with parents (where appropriate) in both paper and electronic format.					
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#### **4. Monitoring arrangements**

This document will be reviewed annually but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy