



# **Belswains Primary School**

## **Accessibility Plan**

**AGREED BY GOVERNING BODY: Autumn  
2023**

**NEXT REVIEW DATE: Autumn 2026**

**INCO Reviewed: 14 September 2023**

**DW Reviewed: 14 September 2023**

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## **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.

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.

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, 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 pupils, parents, staff, and governors of the school.

## **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.

## ACTION PLAN 2023-2026

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

AIM	Target	Strategy	Responsibility	Success Criteria
1. Increase access to the curriculum for pupils with a disability at Belswains	All children have access to the curriculum, differentiated according to need.	<p>Clear policies in place for SEND and Inclusion.</p> <p>Transition meetings are held between staff, pupils, and parents to plan for the needs of the learner. Transition notes are prepared and used to inform provision mapping. Provision plans are in place for the start of each term and adapted during the term as needed. The INCO oversees provision plans, reviews, monitors, and includes advice from external professionals.</p> <p>All teachers keep well informed about the needs of children with different disabilities and appropriate reasonable adjustments. Individual Learning Plans include reasonable adjustments and are evaluated with pupil and parents for success.</p> <p>Use pupil voice to further develop provision for pupils with SEND.</p>	<p>INCO</p> <p>Class teachers</p> <p>Support staff</p> <p>SLT</p>	All children with disabilities are making good progress in school. Children settle into new classes and into school quickly and progress is seen within half a term.
	Interventions to support learning disabilities and are evidence based, reviewed regularly and are additional to access to a balanced curriculum	<p>Advice is sought from external professionals and incorporated into support plans.</p> <p>Teachers only use interventions which are evidence based, and which the INCO knows to be evidence based through research, advice or in-house research.</p> <p>Interventions are planned so that they are time limited, and children do not always miss</p>	<p>Teachers</p> <p>INCO</p> <p>Support staff</p>	<p>Records and assessments show that interventions are having a positive impact on learning.</p> <p>Provision mapping shows that teachers stop interventions that do not make a difference for the child.</p>

		the same part of a lesson. No intervention will take up a whole lesson.		Children's learning shows progress and engagement across the curriculum – all children are accessing the full curriculum
	All adults consider the impact of changes to learning and the school day on children with disabilities and plan accordingly	Social stories are in place to support learners with difficulties with transitions. Plans for events include planning for vulnerable and learners with disabilities. Parents are kept informed of changes and staff work with parents to make change as easy to manage as possible. Therapeutic approach strategy is used to produce risk reduction plans for children with anxious or dangerous behaviour to support their needs and the needs of the school community	All staff	Children with disabilities are accessing and engaging with novel aspects of learning.  CPOMs records fewer incidences of children being distressed by changes in school  Attendance, trip and clubs registers show good engagement by pupils with disabilities and SEN.
	The whole school community is aware of the issues of bullying and discrimination as it affects people with disabilities	Issues around bullying of people with disabilities are discussed in: PSHE Assemblies	INCO SLT Teachers	Children can talk about bullying and know how and when to report incidents.  Children with disabilities report fewer incidences of being bullied, feeling picked on, experiencing discriminatory language
	People with disabilities see themselves represented in our school – in learning materials, books, assemblies and	All teachers to choose materials that contain representation of a full range of disabilities when choosing learning resources.  Assembly topics include themes of representation.	English Lead INCO Teachers	A good range of representative learning materials is in place in school.  Assembly schedules show a

	other shared experiences	When purchasing new books, the English Lead and other members of staff consider representation of characters and authors.		range of inclusive topics are covered
2. Improve and maintain access to the physical environment at Belswains	All school spaces are organized to be mindful of the needs of people with physical disabilities, mental health needs and learning disabilities	<p>Teachers and all staff consider physical access requirements for spaces. Access to whole school events (e.g., plays) are organized to promote access and individual arrangements are made for visiting people with disabilities.</p> <p>Adjustments are made for pupils with disabilities to enable them to access whole school learning such as assemblies, pantomimes, and sports day. These may include provision of equipment, adult support or time limits.</p> <p>Access audits are made for new starters with disabilities.</p>	Site Manager SLT Teachers Office Staff	<p>All members of school community feel able to attend school events.</p> <p>Health and Safety and risk assessments support this inclusive practice</p> <p>Individual risk assessments are in place as necessary and these enable children to participate to their full potential</p>
	Classrooms as learning environments are inclusive of children with learning difficulties	Teachers and support staff consider the accessibility and sensory impact of displays. Low-input areas are in place for those who benefit from them. Language is accessible on all displays and written communication. In Foundation Stage and where appropriate, symbols and pictures are used.	INCO Teachers Support staff	Classroom displays are in easily read font and evidence of visuals is seen throughout the school
	The school site feels safe, secure and predictable to children with mental health needs, learning	Teachers and support staff identify any sources of distress for individual children and take reasonable steps to alleviate it, this may include providing quiet spaces, ear defenders and alternative	SLT Site Manager INCO Teachers Support staff	Individual children make good progress and report being happy in school as their needs are met.

	disabilities, and physical disabilities	<p>learning arrangements in classrooms.</p> <p>Dens are used in some classrooms for children's sensory needs. A sensory room can be accessed for all children.</p> <p>The site manager takes all reasonable steps to secure the site for pupils and can be available to talk to children about safety if that supports them.</p> <p>Visual timetables prepare children for changes and increase the predictability of the day. Support plans ensure that individual needs of pupils are met, these are reviewed by the INCO.</p>		
3. Improve the delivery of information to pupils with a disability at Belswains	The school community are signposted regularly to information in different formats	<p>All teachers are aware of potential needs of parents and make reasonable adjustments to accommodate needs around parents' consultations and other key sources of information.</p> <p>The school website makes reference to alternative information resources.</p> <p>All staff consider the timing of information sharing and the need for this to be repeated/different when considering people with learning disabilities</p> <p>Develop support of parents with literacy needs</p>	Office staff INCO Teachers	<p>All parents feel well informed of matters relating to their child</p> <p>A range of communication methods are available and used widely by all staff</p> <p>The school website is enabled for maximum accessibility</p>
	School communication is designed for ease	All staff making best use of a wide range of ways to communicate with parents and using parent and pupil	INCO Teachers Office Staff	Members of the school community are well informed

	of access for people with learning disabilities	voice to make informed choices.  Key information is simplified as needed and graphic information is used as required  Introduce coffee mornings/parent drop ins		about key information.  Parents use school communications to make good decisions about their children's education
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### **MONITORING ARRANGEMENTS**

This document will be reviewed every 3 years and will be checked for completeness every year but may be reviewed and updated more frequently if necessary.

### **LINKS WITH OTHER POLICIES**

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

- Health and Safety Policy
- Equality Information and Objectives Policy
- Special Educational Needs and Disability (SEND) Information Report
  - Supporting Pupils with Medical Conditions Policy