EQUALITY AND DIVERSITY: SCHOOL ACCESSIBILITY PLAN – Belle Vue Primary & Nursery School

The *Equality Act 2010* has placed greater duty on schools and colleges to produce robust accessibility plans which cover **all** disabilities – defined as *physical or mental impairments that have a substantial and long-term adverse effect on the ability to carry out normal day-today activities.*

The *Equality Act 2010* makes it clear that every school, independent, state funded and state maintained, and all FE colleges **must** make reasonable adjustments.

This policy will be reviewed on a 3 yearly basis. It is the responsibility of the Headteacher. It will be ratified by the full governing body. The plan will be reviewed regularly, and actions undertaken to address any identified issues.

Reasonable Adjustments

Schools make reasonable changes to ensure that children with disabilities are treated fairly and can fully take part in school life. These changes might include:

- Making physical changes, such as adding ramps so children can get into classrooms easily;
- Providing extra help or specialist equipment if needed;
- Removing barriers to learning so every child can enjoy the full curriculum;
- Helping children with disabilities to join in with all lessons and activities;
- Improving the school's buildings and facilities so everyone can access them comfortably;
- Working with outside experts to make sure all children are included in every part of school life;
- Regularly checking that the support and access provided are still suitable for all children;

School context

Belle Vue Primary is a mainstream school for children aged 2 years to 11 years old. The school is based on two main sites, KS1 including Nursery 3's and KS2, including Nursery 2's. They are joined by a playground, and the school has a total of 3 large playgrounds and an extensive field and forest school area which children can access throughout the school year. All playgrounds are accessible via steps but also have sloped paths to aid accessibility.

The school is committed to making the environment accessible for pupils, staff, and visitors with mobility issues, aiming for maximum independence.

- Emergency signage and escape routes are clearly marked throughout the school.
- The entrance to the school office is fully accessible for wheelchair users and a fully serviced lift is available for use to access the KS2 hall. Other means of reaching the hall are through the Children's centre entrance.
- There are two disabled toilets/care rooms including one with a shower if needed.
- The main playground is accessible for drop-off and pick-up with parking available on the park site, plus we have two allocated disabled spaces on site should they be required.
- The school enquires about disabilities or health conditions during the admissions process to ensure appropriate support is in place.
- Support is provided for pupils with both physical disabilities and learning needs to help them access challenging areas of the curriculum.
- Children with physical difficulties will be supported in a dignified and appropriate manner. Although we do not have a lift to the upstairs classrooms, we can accommodate any child that would struggle with an upstairs classroom be it for a temporary or a permanent need by reconfiguring the learning spaces.
- A range of strategies and resources are used to support access to learning, with individual needs considered in curriculum and daily planning.
- All required policies and guidance are in place, and pupils are risk assessed with personal evacuation plans where necessary.

Belle Vue Primary & Nursery School Accessibility Plan: School Year 2025-2028

Access to Belle Vue				
Development area	**Target**	**Strategies**	**Person responsible and by when**	**Success Criteria**
Ensure that all learning spaces are accessible	All learning spaces are organised and adapted for pupils with disabilities. While upstairs classrooms are ***not*** currently accessible, classrooms can be relocated to meet individual needs.	SLT will consider the needs of each cohort of children to ensure that their needs will be met in the best learning space for them.	The **Senior Leadership Team (SLT)** considers the needs of each cohort and works with the **Local Authority (LA**) to prioritise disabled access in any rebuilds or improvements.	Disabled pupils are able to access all areas of the school as independently as possible.
The school corridors and classrooms are accessible	Corridors and classrooms are kept tidy and clutter-free to ensure safe access for all pupils.	SLT will regularly remind staff of H&S requirements in school.	**All staff** to consider the classroom environment and workspaces to and make sure they are clutter free and accessible.	Areas are free from clutter so all children, including those with disabilities are able to navigate around the school safely.

The school outdoor areas are maintained and risks minimised by regular maintenance.	Maintenance of steps, doors or identified hazards highlighted with yellow paint. Trip hazards identified and addressed.	The caretaker is directed by the Senior Leadership Team (SLT) to undertake maintenance tasks that support those with disabilities or visual impairments. This includes highlighting hazards and ensuring that the school environment remains accessible and safe for all.	**Headteacher and school caretaker** to undertake regular accessibility checks during health and safety walks.	Outdoor areas to be maintained so that any areas of potential difficulty are visibly highlighted, helping to reduce the risk of harm for all pupils, including those with disabilities or visual impairments.
The school ensures all pupils with disabilities have access to safe evacuation procedures	Pupils with a disability to have an personal emergency evacuation plan (PEEP).	Relevant staff to be trained to use the EVAC chair.	Evacuation plans reviewed at the beginning of each academic year and signed by **class teachers, SENCO, parents and SLT.** PEEP to be reviewed if a child/adult becomes immobile on a temporary basis e.g. injured leg etc.	Children with additional needs including physical disabilities will be safely evacuated should the need arise.

Curriculum delivery/ delivery of materials in other formats.	Personalised targets are set for pupils, with additional time and resources provided as needed. This ensures that each pupil's individual requirements are addressed, supporting more effective access to the curriculum for disabled and SEN pupils.	SEND (Special Educational Needs and Disabilities) information is available to all staff, and further training on the implementation and adaptation of the curriculum is available. This ensures staff are equipped to meet the diverse needs of pupils and can effectively adapt lessons as necessary. Advice from CIPS (Physical and Sensory team) and purchase of specialist keyboards or other technology to be considered to promote equity amongst the pupils.	**SLT** including **SENCO** utilise monitoring cycles to ensure that targeted adaptations are in place for children who are disabled/SEN/other nominated pupils. Review for any child with additional needs within or new to school.	All pupils, including those who are disabled or have SEN able to access curriculum more effectively.

School signage	All signs in the school are designed to be clear and understandable for visually impaired pupils. Replacement signs consider appropriate colour schemes and sizes to maximise visibility.	Replacement of signs takes account of appropriate colour schemes/size for signs. Seek advice from fire service to identify issues related to evacuation of pupils with specific disabilities.	New signs clear and updated when required. Plan discussed and agreed with all staff. Where appropriate individual pupils also informed. Termly checks on signage and means of escape.	Fire drills at Belle Vue Primary & Nursery School have successfully incorporated the accessibility plan. This means that the drills are designed to ensure all pupils, including those with disabilities, can evacuate safely, and Personal Emergency Evacuation Plans (PEEPS) are implemented when needed.

Medical conditions policy reviewed and updated.	Input from school nursing service. Relevant staff identified and trained. Sensory support service, physiotherapist and occupational therapist provide input to support pupils with needs.	Policy disseminated to all staff. Epi pen and asthma training to be undertaken annually. Training. First aiders trained including Paediatric first aid for EYFS settings.	**First Aiders and class staff** to ensure secure understanding of medical needs and procedures clear if an emergency occurs. Annually unless new pupil or existing pupil needs change.	All pupils with medical conditions are supported.