



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-to-day activities*.

It is to be noted that many pupils with SEN, whether or not they have a statement of SEN or EHC Plan, will also be recognised as disabled.

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

Reasonable Adjustments

An education provider **must** make 'reasonable adjustments' to make sure disabled students are not discriminated against. These adjustments or changes could include:

- Changes to physical features, for example creating a ramp so that students can enter a classroom; and/or
- Providing auxiliary aids and services (such as extra or specialist support and equipment).

Belle Vue Primary & Nursery School Accessibility Plan: School Year 2022-2025

Development area / Review Period	Targets	Strategies	Outcome and by when	Goals achieved
<p>Curriculum delivery.</p>	<p>Classrooms are organised for disabled pupils. This is done in accordance with the needs of the child(ren) resident in the class at that time.</p>	<p>Guidance from specialists (sensory support service, autism service) taken into account for arranging classrooms to maximise benefit to disabled pupils.</p>	<p>Monitoring indicates disability/SEN taken into account in organising the environment for learning.</p> <p>Review frequency – AS REQUIRED</p>	<p>Disabled pupils able to access learning environment more effectively.</p>
<p>Curriculum delivery/ delivery of materials in other formats.</p>	<p>Personalised targets set by classroom staff with additional time requirements in practical work understood and planned for.</p> <p>Diagrams described and on screen projections read out loud.</p> <p>Copies of slides and diagrams available to pupils.</p> <p>Worksheets produced in at least size 12 font where appropriate.</p>	<p>SEND information available to all staff and further training on implementation and differentiation of curriculum required.</p> <p>Advice from sensory support service.</p>	<p>Ongoing monitoring indicates differentiation in place targeted at disabled/SEN/other nominated pupils.</p> <p>Review frequency – regular unless new pupil or existing pupil needs change.</p>	<p>Disabled pupils able to access curriculum more effectively.</p>

<p>School design for disabled pupils.</p>	<p>Vast majority of school accessible to disabled pupils. Upstairs class rooms currently not accessible,</p>	<p>Strategic discussions with LA on school campus, 'rationalisation plan' incorporates school prioritised disabled access points as an integral part of any rebuild or improvement works. Work with LA to have make appropriate adjustments</p>	<p>Plans drawn up show clearly how disabled access will be undertaken. All new buildings will be fully disability compatible. Review frequency – as an when needed.</p>	<p>Spread out nature of school reduced. Disabled pupils able to access all physical areas without difficulty.</p>
<p>School design for disabled pupils.</p>	<p>Signs clear and understandable for visually impaired. Comprehensive evacuation plan in case of fire.</p>	<p>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.</p>	<p>New signs clear and updated as required. Plan discussed and agreed with all staff. Where appropriate individual pupils also informed Review frequency – Annually unless new pupil or existing pupil needs change. Termly checks on signage and means of escape.</p>	<p>Fire drills have successfully incorporated the plan. PEEPS in place when needed.</p>

<p>Auxiliary aids and services.</p>	<p>Medical conditions policy reviewed and updated.</p> <p>Acquire adaptive keyboards and special software when necessary</p>	<p>Input from school nursing service. Relevant staff identified and trained.</p> <p>Sensory support service, physiotherapist and occupational therapist provide input as to appropriate IT equipment and software.</p>	<p>Policy disseminated to all staff.</p> <p>A small selection of adaptive keyboards and special software are purchased. (to match pupils individual requirements). Review frequency – Annually unless new pupil or existing pupil needs change.</p>	<p>All pupils with medical conditions are supported.</p> <p>Disabled pupils can use adaptive keyboards and specialised software to access the curriculum.</p>
--	--	--	--	---