

Accessibility Plan 2023 - 2026

Aims of the Accessibility Plan

This plan outlines how The Belham Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities. The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils.

In the preparation of an accessibility strategy, the school must have regard to the need to allocate adequate resources in the implementation of this strategy.

The school also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils
- Parents.
- The headteacher and other relevant members of staff.



- Governors.
- The Charter Schools Education Trust wider team and stakeholders
- External Partners .

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed if the school undergoes a refurbishment.

The accessibility audit

1.1. Senior leaders and the LGB will undertake a regular Accessibility Audit.

1.2. The audit will cover the following three areas:

Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid.

Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired.

Visual disabilities – this includes those with visual impairments and sensitivities.

Auditory disabilities – this includes those with hearing impairments and sensitivities.

Comprehension – this includes hidden disabilities, such as autism and dyslexia.

- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Access to the Curriculum				
Existing good Practice to build upon: The Belham Primary offers a differentiated curriculum for children of all abilities. We use specific resources tailored to the needs of children who require additional support to access the curriculum.				
Target	Who	Timescale	Outcomes / Success Criteria	Next Review July 2024
To adapt learning aids and resources to meet the needs of all children .	Headteacher/Senior Leadership Team/SENDCo/Class Teachers and directed Teaching Assistants	Reviewed Termly via Pupil Progress meetings	Strategic deployment of support staff/early Help team/Speech and Language therapist and educational Psychologist. Advice from Visual Impairment team and hearing impairment team in place. Resources from whole school training made and available for use e.g dyslexia friendly resources, autism friendly resources and resources for visually impaired pupils.	



Intervention training for support staff.	SENCO/Early Help team/Core Leadership Team	Rolling programme of training on interventions used in the school	Support staff able to work with increased knowledge and provide appropriate support and resources for pupils as identified in termly pupil progress meetings and SEND provision reviews.	
Termly learning support meetings to take place to assess and address pupil needs.	SENDCo/Core Leadership Team	In Line with pupil progress meetings and EHCP reviews	Provision mapping/delivery plans in place for relevant children.	
Training for teachers on differentiating the curriculum for disabled children as required.	SLT	In Line with pupil progress meetings and EHCP reviews CDP delivery timetable	Teachers able to work with increased knowledge and provide appropriate support and resources for pupils Ongoing guidance from specialists. Introduction of Cherry Garden Branch maps for selected children.	
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher/SENDCo/DEP HEAD responsible for CPD	Annual updates	Asthma and Allergy training for all teaching and support staff. Care plans and asthma cards in place with child's medication. Annual suction and manual handling training for designated members of staff.	
To make reasonable adjustments to ensure the participation of all children in enrichment and extra curricular activities.	Headteacher/Deputy Heads/SENDCO	Termly when determining clubs and trips	All out of school/extracurricular activities are available to all children.	
Facilitate financial accessibility to the schools wider curriculum for all families.	Headteacher/Deputy Heads/SENDCO/Senior member of staff	Termly when determining clubs and trips	No child fails to participate in an activity because of financial circumstances. There is a clear policy re supporting monies to be provided to children in receipt of pupil premium and	

	responsible for Pupil Premium		a transparent, know system in place for families experiencing financial hardship.	
Physical Accessibility to the building Existing good practice to build upon: There is a disabled access toilet on each floor of the school. Emergency systems have visual alarms. There is a lift to enable access to all floors by wheelchair users or those with mobility difficulties. The school has evac chairs and evac stretchers on all floors. New build and refurb areas of the school are all wheelchair accessible. Hoists and changing tables are in place.				
Personal emergency evacuation plans to be reviewed.	Headteacher/SENDCo/Premises manager	Complete	Specific PEEP will be in place for named child with complex needs. Generic PEEp for completion by visitors with mobility needs to be agreed and available for completion on their first visit to the building.	
Review and adaptation of Visual Impairment and Hearing Impairment environments in response to advice from specialists in line with the needs of individual children.	SENDCO	In Line with pupil progress meetings and EHCP reviews	Advice from Visual Impairment team and hearing impairment team in place.	
Uniform supportive signs to be in place around the school, using widget for all visual timetables, room signs, now and next boards.	SENDCO/Early Help Team	Complete.	Uniform supportive signs to be in place around the school, so that people can navigate the school .	
Access to information Existing Good Practice to build upon: Staff are welcoming and happy to invite parents and visitors into school in relation to SEND. The front office is physically accessible and well used by parents for information access.				
Ensure availability of written material in alternative formats as appropriate System in place for asking staff/parents/visitors if they require info in alternative formats.	Communications manager/Headteacher/SENDCO/HR manager	End of Autumn 23	Pupils, staff and parents have access to curriculum information and all other school information in a format that meets their needs.	



Improve the delivery of written information to pupils in the classroom via use of widget .	SENCO		All teachers trained on the visual cues and distractions in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs.	
Further Improve communication provided on our noticeboards, at the front office and on our website.	Head teacher/Project manager/Communications manager/Core Leadership team	End of Spring 24	A selection of pamphlets which are available at the front desk to direct parents and visitors to local advice and support networks .	