

# Accessibility Plan



<b>Approved by:</b>	Jonathan Mason	<b>Date:</b> November 2021
<b>Last reviewed on:</b>	April 2023	
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## 1. 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 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

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.

At Belton Lane we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We believe that all children are entitled to a broad a broad, balanced a relevant curriculum which is differentiated to meet their individual needs.

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 consults with outside agencies to develop and implement the plan.

A complaint relating to accessibility or if you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 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 BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers a differentiated curriculum for all pupils</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> </ul> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	Subject leader to monitor and evaluate the availability of the curriculum alongside the accessibility plan.	<p>Subject leaders to create a support strategy document outlining how the curriculum can be made accessible.</p> <p>Regular checks to be made to ensure that subject leaders are monitoring and evaluating plan.</p> <p>Training to be provided where necessary to support subject leaders or class teachers to implement support strategies.</p>	<p>KR – Assistant Head teacher and Curriculum lead.</p> <p>MW – SENDCo</p> <p>JM – Head teacher.</p> <p>KR – Assistant Head teacher and Curriculum lead.</p> <p>MW – Sendco</p> <p>JM – Head teacher.</p>	July 2024	<p>All staff will have access to the NASEN Whole School SEND handbook.</p> <p>All subjects leader will have a SEND support strategies document and will use this during learning walks. Books scrutinys and teacher interviews.</p> <p>Staff feel confident in delivery the curriculum alongside the accessibility plan.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Elevators</li> <li>Corridor width</li> <li>Disabled parking bays</li> </ul>	<p>The access ramps in the hall will be updated.</p> <p>Health and safety</p>	<p>Evaluation as to whether new ramps are necessary.</p> <p>Evaluation into whether the new ramps need to be mobile</p>	<p>JM head teacher</p> <p>AS – Site manager.</p> <p>MW - SENDCo</p>	July 2025	<p>- Ramps will be updated if necessary.</p> <p>Health and Safety evaluation will have taken place.</p>

	<ul style="list-style-type: none"> <li>• Disabled toilets and changing facilities</li> </ul>	<p>To consult with occupational therapy to ensure accessibility.</p> <p>Ensure hoists are regularly serviced.</p>	<p>or more permanent.</p> <p>6 monthly services completed by professional (Currently company MEDACCO)</p>			
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#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCO.

It will be approved by Head teacher, SENDCo and 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
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy