



The Bellbird Primary School

Accessibility Plan

Review date: January 2021

Next review date: January 2024

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 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

The Bellbird Primary 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 to ensure equity.

At The Bellbird Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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 external professional's advice and feedback.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. 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) policy
- Supporting pupils with medical conditions policy

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

Action plan

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

AIM	CURRENT PRACTICE	GOOD OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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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"> • Corridor width ensures wheelchair access. • Flat site ensuring all areas can be accessed without lifts or elevators • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Move exit button at the front of the school to a higher position to ensure children cannot exit without adult supervision.</p>	<p>Quotation sought. Work commissioned. Exit button moved.</p>	<p>DB to seek quotation.</p>	<p>Autumn term 2021</p>	<p>Exit button is not accessible to vulnerable children. Safety is increased.</p>
		<p>Classroom doors in reception are kept shut to meet need.</p>	<p>Reception classroom doors are kept shut</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Identified pupil need is met.</p>
		<p>New wellbeing building will be built with wheelchair access planned in.</p>	<p>Commission given to company with wheelchair ramp in plan.</p>	<p>Headteachers, Cambridge Garden Studios</p>	<p>On completion of building work Spring 2022</p>	<p>New wellbeing building is accessible for all.</p>
		<p>Pupils with medical needs have identified areas to use safely and securely with trained staff.</p>	<p>Staff training completed and liaison and support from school nursing team in place. Identified areas allocated. Individual plans in place.</p>	<p>Headteachers SENDCo CTs TAs School nursing team</p>	<p>Ongoing</p>	<p>Pupils with medical needs feel safe and secure when medical procedures are being undertaken.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible according to need. According to need this may include:</p> <ul style="list-style-type: none"> • Makaton • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Colour filters • Visual timetables • Translation of key information for parents where English is not spoken 	<p>Make adaptations to provision where a pupil cannot be on site for a prolonged period due to a medical need.</p> <p>When a medical need is being met outside the classroom ensure learning is accessible on return.</p>	<p>Individual plans are put in place to ensure individual curriculum and community access when school cannot be attended.</p> <p>The TA working with the child has access to plans and learning information from the class teacher to support the child as needed on reintegration into the classroom.</p>	<p>SENDCO and CTs put plan in place. Agreed by HT. Delivered by CT/TA as appropriate.</p> <p>CT and TA SENDCo</p>	<p>Ongoing according to need</p> <p>Ongoing according to need</p>	<p>Pupils away from school have learning needs met.</p> <p>Pupils are able to access the full curriculum and not miss vital teaching and learning points.</p>
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<p>Increase access to the curriculum for pupils with a disability</p>	<p>Explain your school's approach here. Examples:</p> <p>Our school offers a differentiated curriculum for all pupils where need is identified</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>Make adaptations to provision where a pupil cannot be on site for a prolonged period due to a medical need.</p> <p>Ensure resources meet pupil need and explore new resources where need is identified.</p>	<p>Individual plans are put in place to ensure individual curriculum and community access when school cannot be attended.</p> <p>New resources are trialed and then expanded if they are successfully used.</p>	<p>SENDCO and CTs put plan in place. Agreed by HT. Delivered by CT/TA as appropriate.</p> <p>Subject leaders and Headteachers</p>	<p>Ongoing according to need</p> <p>See subject action plans</p>	<p>Pupils away from school have learning needs met.</p> <p>New resources are successfully embedded to meet need.</p>
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