



The Bellbird Primary School

Accessibility Plan

Review date: March 2024

Next review date: March 2027

1. Aims – Background Information

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 children with SEND and governors.

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](#).

Under 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 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.

3. Links with other policies

This accessibility plan is linked to the following policies and documents:

Health and safety policy

Equality Policy

Special educational needs (SEN) policy

Medicines 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 Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p><u>Approach and car park</u></p> <ul style="list-style-type: none"> - Building is within convenient distance of public transport. - There are an appropriate number of accessible parking spaces. These parking bays are marked out and easily identifiable. - The route from the car park has sloped access at appropriate points. There is tactile paving built in at crossing points. - The route from the car park to the school is wide enough to allow wheelchairs and other users to pass each other. - The routes are adequately lit. 	<ol style="list-style-type: none"> 1. Accessible parking is easily located. 2. School reception is easily identifiable. 3. Route from car park to building is free of hazards and items are easily visible to someone with a visual impairment. 4. Internal door glass in reception is visible when shut. 5. Push pad is clearly marked and easy to access 6. Reduce noise pollution and echo in hall and atrium. 7. School environment is accessible to 	<ol style="list-style-type: none"> 1. Sign to locate accessible parking. 2. Install signage to identify the school reception. 3. High visibility tape to be added to litter bin. 4. Add coloured dots to internal reception door so that they can be easily seen. 5. Add signage to push pad exit button. 6. Investigate sound insulation in atrium. 7. Purchase a portable induction loop. 8. Investigate the installation of a sensory room. 	<p>School Business Manager</p> <p>Site Manager</p> <p>SENDCo/ class teachers – for PEEPS</p>	<p>Ongoing – in next 3 years.</p> <p>PEEPS in place by July 2024 as a priority.</p>	<p>Actions in place.</p>

	<p><u>Entrance and doors</u></p> <ul style="list-style-type: none"> - There is an accessible front door with a push pad. - The entrance has a recessed matwell. - The door handles are of a type easily used. <p><u>Horizontal movement fixtures and fittings</u></p> <ul style="list-style-type: none"> - Corridor width ensures wheelchair access. - Natural and artificial lighting avoids flare and silhouetting for people with visual impairments. - Floor surfaces allow ease of movement for wheelchair users. - Bookshelves in the library are reachable for people with disabilities. <p><u>Toilets/changing areas</u></p> <ul style="list-style-type: none"> - <u>All toilets have slip-resistant floors.</u> - Washing and drying 	<p>those with hearing impairments.</p> <ol style="list-style-type: none"> 8. Quiet areas identified for those who need them. 9. Toilet flush is reachable by those in a wheelchair. 10. PEEPS are in place for identified children with a disability (needs based) 	<ol style="list-style-type: none"> 9. Change flush in the accessible toilet to the other side so that it is on the side that a person would transfer from. 10. Write PEEPS for identified children. 			
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	<p>facilities are at a height for a wheelchair user to use.</p> <ul style="list-style-type: none"> - Accessible toilets are large enough to permit manoeuvre with and without assistance. - Door fittings, locks and light switches are easily reached and operated in the accessible toilet. - An emergency call system is installed. - There are suitable grab rails fitted. - One accessible toilet has changing facilities and accessible showering facilities. - Intimate care plans are used where needed. - Nappies are disposed of into a clearly identified bin and external specialist contractors empty this regularly. <p><u>Fire Exits</u></p> <ul style="list-style-type: none"> - There is a visible and audible alarm system. - Fire exit routes are 					
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	<p>information.</p> <ul style="list-style-type: none"> • Staff training is in place where relevant to support individual needs. • Where needed parents are communicated with in a way that suits them. E.g. email, letter, phone. <p>Our school offer is the use of clear learning intentions, key teaching points, clear modelling and scaffolding.</p>	<p>return.</p>	<p>the child as needed on reintegration into the classroom.</p>			
		<p>Increase accessibility for potential pupils with a hearing impairment. (anticipatory)</p>	<p>Provide a portable induction loop to provide hearing support for individuals where needed.</p>	<p>School business manager to investigate hearing loop options.</p>	<p>By July 2024</p>	<p>Induction loop provided for individuals with hearing difficulties.</p>
		<p>Locations around the buildings are clearly signed to enable easy navigation.</p>	<p>Provide signs for the hall and visitor toilets.</p>	<p>School business manager. Site manager.</p>	<p>Over the next 3 years.</p>	<p>Locations within school will be clearly signed.</p>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>We offer a differentiated curriculum for all pupils where need is identified.</p> <p>Where appropriate advice is taken from outside agencies. E.g., Nursing team, physiotherapy team and Occupation Therapy team.</p> <p>Appropriate activities are designed to consider children with disabilities so they can be included and take part in school events.</p>	<p>Introduce assistive technology (speech to text in particular) to increase access to the curriculum for pupils with specific literacy difficulties. (Removing barriers to writing)</p> <p>Pupil voice was enthusiastic about this target. These children would also like to learn about touch typing.</p>	<p>Liaise with the ICT service about technology to meet our needs.</p> <p>Request a quote for devices.</p> <p>Review, order and put in place assistive technology.</p> <p>Train staff in its use.</p>	<p>SENDCo, ICT co-Ordinator, School Business Manager.</p> <p>Teachers when implemented.</p>	<p>July 24</p>	<p>Children with specific literacy difficulties are able to record their thoughts in different ways.</p> <p>Children will be able to reflect their thoughts/knowledge accurately.</p>

	<p>E.g., sports day, school performances.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</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>To implement increased sensory circuits/movement breaks in the afternoon to aid access to the curriculum.</p> <p>To investigate the implementation of a sensory room to cater for children’s sensory needs.</p> <p>Pupil voice was enthusiastic about this target. Wanted soft teddies, headphones, bubble wrap and fidget toys there too.</p>	<p>Training in appropriate activities. E.g., the need for organizing and calming activities rather than alerting.</p> <p>Discussion about when to implement the activities.</p> <p>Agree a whole school approach.</p> <p>.Explore the space available in school.</p> <p>Investigate options/ sensory provision at other schools.</p> <p>Obtain quotes for sensory spaces to define a budget.</p> <p>Fundraise for the space.</p>	<p>All staff led by SMT.</p> <p>Headteacher, School Business Manager and SENDCo</p>	<p>Start process by July 24</p> <p>Over the next 3 years.</p>	<p>Reported increased engagement and ability to attend to the curriculum.</p> <p>Fewer reported disruptive behaviours.</p> <p>Thorough investigation to ascertain whether a sensory room is needed at The Bellbird.</p>
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