



---

## Accessibility Plan 2023 – 2026

<b>Responsible post holder</b>	Lucy Childs – Head Teacher
<b>Approved by / on</b>	February 2023
<b>Reviewed</b>	February 2026

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan .....	3
4. Monitoring arrangements .....	7
5. Links with other policies.....	7

---

### 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.

Belmont Academy is a mainstream primary school with a virtual resource provision for pupils with a visual impairment and physical/medical needs. We ensure we follow the Equality Act 2010 and ensure protection against discrimination harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes gender reassignment (also known as transgender).

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 plan will be published on our school website and paper copies are available on request.

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.

### 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

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible	Date to complete by	Success Criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Our school offers an accessible curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include Braille and large print adaptation, uncluttered resources, textural resources, assistive technology.</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 and lessons are reviewed to ensure they meet the needs of all pupils.</p>	<p>To improve the provision for pupils with SEND.</p> <p>To improve the progress and participation for pupils with sensory and physical difficulties.</p> <p>To offer specialist provision for SEND children in an inclusive environment.</p> <p>Effective communication with parents and carers.</p> <p>All out of school activities and after school clubs are planned to ensure reasonable adjustment is made to enable the participation of a whole range of pupils.</p> <p>Appropriate use of specialist equipment to benefit individual pupils and staff.</p>	<p>Ongoing review and adaptations to the curriculum.</p> <p>Access to courses: CPD, external services.</p> <p>Learning walks from SENCo and SLT.</p> <p>Care plans in place for pupils with personal care requirements.</p> <p>QTVI collaboration teaching staff to ensure learning activities are suitably adapted for VI pupils.</p> <p>Ongoing guidance from specialist services including ASD Outreach, OT.</p> <p>Fine motor skill groups in EY/KS I</p> <p>Class profiles to be maintained and updated by teaching staff overseen by SENCo to support transition.</p> <p>Regular and ongoing communication with parents.</p> <p>Parent workshops.</p> <p>Annual reviews attended by parents and professionals.</p> <p>Use of resources which are fully accessible to pupils</p>	<p>SENCo &amp; SLT</p>	<p>On going</p>	<p>Increased access to the curriculum.</p> <p>Needs of all learners are met.</p> <p>Staff training and CPD is maintained.</p> <p>Communication with parents/carers is strong and effective.</p> <p>Increased access to enrichment and after school clubs for all pupils irrespective of SEND/need.</p>

			<p>including, wobble cushions, writing slopes, colour paper work book, chew toys ,fiddle toys.</p> <p>Laptops/i-pads for specific pupils where needed to facilitate access particularly for pupils with PD, dyslexia.</p> <p>Coloured overlays for pupils with visual stress/difficulties.</p>			
School - Improve and maintain access to the physical environment	Parking	Families are encouraged to walk to school or park and stride where possible. Families who require access to the car park are given this to support access to site. This is reserved primarily for pupils with VI and PD.	<p>Continue to collaborate with Bexley Highways to push for installation of additional measures to support access.</p> <p>Continue to promote positive parking with parents.</p> <p>Ongoing adaptations for pupils where required.</p>	Premises Managers	Annually	<p>The site remains fully accessible to all pupils, staff, parents and visitors.</p> <p>Repairs are undertaken where required.</p>
	Approach to school entrance	Access points meet legal requirements. The front of the school entrance is all one level and in a good state of repair. There is a ramp to access the KS2 entrance alongside the steps for pupils/visitors with PD. Yellow lines are in place at the front of the school and ongoing collaboration with the Highways Team will see	<p>Ensure yellow markings are visible and renewed when needed.</p> <p>Ensure paving with bobbles is still in good repair and replace/install where required.</p>	HT/QTVI	Annually	Corridors comply with width access for wheelchair users, PD.

		further yellow lines instated to further support. Paving slabs with bumps are in place at the rear entrance to support the VI pupils.				
	Corridors, stairs, signage	<p>Corridors are compliant in terms of their width and all doors are automatic operating on sensors to allow ease of access for PD pupils including wheelchair users. Floor coverings are suitable and are flat, smooth and in a good state of repair.</p> <p>For corridors that slope down/up there are handrails in place.</p> <p>Braille signage in on doors and on displays.</p>	<p>Ensure good organization is maintained in communal areas.</p> <p>Repair any surfaces where needed.</p> <p>Signage to remain current and to be renewed where needed to include Braille.</p>	<p>Premises Managers</p> <p>Premises Managers</p> <p>QTVI</p>	Annually	
	Playground	<p>Level access in almost all areas from playground and field to classroom.</p> <p>In KSI there are for three out of the four classrooms, two steps down from the playground to classroom. The steps are painted yellow to highlight the level change.</p>		Premises Manager		

	Toilets	In addition to pupil and staff toilets, the school has five separate disabled toilets that are fully equipped with handrails, emergency cord, high level WC's and easy to use facilities (taps, hand-dryer). In addition, one of the disabled toilets has a changing table for personal care use.  An audible alarm is in each toilet along with smoke detector.	Ensure facilities within the toilets are fully functioning and safe.  Checks on specialist equipment including the hoist	Premises Team	On going	Disabled toilets are fully equipped with alarm (visual and sound), smoke detector and handrails.
	Emergency escape routes		PEP's completed for relevant pupil/staff	Premises Manager	Annually	Emergency escape routes/PEPs completed for each relevant pupil.
Improve the delivery of information to pupils with a disability.	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> <li>• Audio tiles</li> </ul>	Availability of written material in other forms.  Ensure documents are accessible for pupils with parents with vision impairment, PD.	Improve availability of information for parents – display appropriate leaflets for parents to collect. Provide translated documents where appropriate.  Adapt materials to individual child's specific need.  Braille, large print, assistive technology where needed.	QTVI, Office staff & SENCo	Annually	Pupil and parents are able to access school documentation.

## 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 Senior Leadership Team in collaboration with the QTVI.

It will be approved by the governing body.

## 5. Links with other policies

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

- 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