

Belthorn Academy Primary School



Accessibility Policy and Plan February 2022 Review February 2025

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Belthorn Academy Primary School Accessibility Plan – February 2022 – February 2025

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- 1. Statement of Intent**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review

process can be delegated to a committee of the Governing Body, an individual or the Head. At Belthorn Academy Primary School the Plan will be monitored by the Head teacher and Senior Leadership team and evaluated by the Audit and Risk Governors' committee. The current Plan will be attached to this document.

At Belthorn Academy Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Belthorn Academy Primary School Accessibility Plan has been developed and drawn up based upon current information about pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

3) Belthorn Academy Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Belthorn Academy Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Belthorn Academy Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum, medical need and information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Emergency /Critical Incident Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Brochure
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the access of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include

the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Resources Committee and Audit & Risk Management Committee

12) The school will work in partnership with the DFE and Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2.Aims and Objectives

Our Aims are:

- To increase access to the curriculum for pupils with a disability
- To Improve and maintain access to the physical environment
- To improve the delivery of written information to pupils
- To fully meet the medical needs of children in our care

Our objectives are detailed in the Action Plan below

3.Current good practice

We aim to ask about any SEND, additional or medical needs in early communications with new parents and carers. For parents and carers of children

already at the school, we collect information regularly and have an open door policy to enable parents to share views or concerns, we also have parents' evenings twice a year.

Physical Environment

ALL pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All children can access the parts of the school that they need to with little or no adult assistance.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are very aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. Other issues affecting the participation of pupils, for example medical need are addressed through the relevant policies; support for pupils with medical conditions, the provision of intimate care etc.

Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available.

4. Access Audit

The school is a single storey building, apart from the loft storage area. There are wide corridors and several access points from outside. All main entrances along with the external doors are on one level and accessible to wheelchair users.

Internal doors are wheelchair accessible. One of the original internal doors is narrower and would only be accessible for child sized wheelchairs. A disabled toilet and shower facilities are available. These are fitted with a handrail and a pull emergency cord.

Main parking for parents is on the road. Access to the staff car park with ready access to the main entrance of the school is available for pupils or parents who use a wheelchair or who are disabled badge holders in the designated disabled parking space. The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

Will consult with experts when new situations regarding pupils with disabilities are experienced.

Appendix 1 Accessibility Action Plan February 2022- February 2025

1. Improving participation in the curriculum					
Target/Objective	Lead	Actions	Timescale	Success Criteria	Evaluation
Effective communication and engagement of parents	DHT SENCO	Termly meetings will be offered to parents/carers of children with an IEP/EHCP/IHP	Spring term 2 and termly thereafter	Increased engagement of parents	
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	DHT SENCO School Nurse	<ul style="list-style-type: none"> • Training from outside agencies- Autistic support team, Speech and language, EP and OT etc. • Staff training delivered by SENCO regarding barriers and support within lessons. • Access to National college and staff to access directed training with staff meeting time. 	Spring Term 2 and then termly staff meetings to be decided.	All staff are trained and potential barriers are foreseen then removed before a problem arises Training is planned and attended by adults	
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCO	Resource audit to identify any needs. EG: <ul style="list-style-type: none"> • Sloping boards for children with physical disabilities • Coloured overlays or coloured paper for children with visual difficulties or dyslexia • Use of wobble cushions, weighted blankets Pencil grips etc • Monitor and observe use of equipment Eg PECS, visual 	Audit to be conducted in Summer Term 2022 and resources to be ordered following budget decisions.	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning	

		timetable, writing with symbols , wobble cushions etc <ul style="list-style-type: none"> • Concrete teaching aids (for maths /science etc) 			
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2. Improving Physical Environment

Target/Objective	Lead	Actions	Timescale	Success Criteria	
Maintain safe access round the interior and exterior of the school	HT Site supervisor H&S governor	<p>Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear</p> <p>External doors in Little Bells and Reception are Mag locked so that children can't exit without adult supervision or awareness.</p>	By February half term 2022	Safe access throughout the school.	
To provide additional space for Autistic children to be able to relax and use as a sensory area	SENco Site supervisor SLT	<p>Identify a suitable space to be used as a small sensory area where those children who need to can go to regulate emotions and sensory needs.</p> <p>Check costings and provide resources eg softer lighting, lava lamps, cushions, throws.</p>		This resource is used throughout the day for those children who need to access it.	

3. Improving the delivery of Written Information

Target	Lead	Actions	Timescale	Success Criteria	Evaluation
Documentation on website is accessible for parents with English as an additional language	HT Admin Officer	Ensure launch of new website has a translation service.	By December 2022	Website will be translated into all languages required	
Ensure written materials is available in alternative formats	HT	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available.	By February 2023	Parents are able to access all information.	