



Belleville Wix Academy

Accessibility Plan

Date of Plan	Autumn 2024
Next review	This document will be reviewed at least every three years Autumn 2027

This plan shows our intent to:

- Increase the extent to which disabled pupils can participate in the Q1E curriculum
- Improve the physical environment of our school site to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improve the availability of accessible information to our disabled pupils

This plan is in keeping with the expectations set out in the DfE's [advice for schools on the Equality Act](#) (page 29)

Definition of disability under the Equality Act 2010

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Aim	Actions	Timescale	How we will know we are successful?
<p>To be aware of the access needs of disabled pupils, staff, governors and parents/ carers</p>	<ul style="list-style-type: none"> • Applicants asked to disclose need for reasonable adjustments to our recruitment or interview process. • On recruitment all staff complete a health assessment to inform any adjustments required before commencing employment. • Encourage staff to disclose requirements for reasonable adjustments. • Ensure that staff know who to approach about obtaining reasonable adjustments. • Ensure the school staff, governors and the trust are aware of access issues ('access' meaning 'access to' and 'access from'). • Thorough induction process for all new pupils to ensure we know the needs of pupils starting at our school. 	<p>As required</p>	<ul style="list-style-type: none"> • We are aware of, and can meet, staff needs before they start work at our school. • All staff and governors are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Review that induction process for new pupils ensures we can meet their needs before they start at our school. • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • Parents and carers have full access to services at school.

	<ul style="list-style-type: none"> • Create access plans for individual disabled pupils as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and governors can access areas of school used meetings. • Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school. • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired. 		<ul style="list-style-type: none"> • PEEPs are prepared and reviewed as individual needs change
Maintain safety for visually impaired people	<ul style="list-style-type: none"> • Check if any pupils have a visual impairment resulting in yellow paint being needed on step edges and other edges. • Check exterior lighting is working on a regular basis. • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate. • Check flashing beacons that signal fire alarm activation regularly. 	Annually, and as new pupils join the school throughout the year	<ul style="list-style-type: none"> • Visually impaired people feel safe on our school grounds. • Yellow edges and flashing beacons to be monitored as needed throughout the school year.
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> • Ensure staff are aware of need to keep fire exits clear. • RA to be carried out for individuals, if necessary. 	Daily	<ul style="list-style-type: none"> • All disabled personnel and pupils have safe exits from school and know them.
Accessible car parking	<ul style="list-style-type: none"> • Disabled members of staff and visitors have a place to park in the staff car park near the entrance to the school. • There is a ramp up to the main office front door to allow people with mobility issues/ wheel chairs to access the main school building. 	On-going	<ul style="list-style-type: none"> • There is a place for disabled members of staff and visitors to park throughout the school day.

<p>Ensure that provision maps exist for all pupils who have medical and physical conditions which potentially could impact on their learning</p>	<ul style="list-style-type: none"> • Provision plans to be written in consultation with pupils and their families. • Ensure we have the resources to meet the needs of the pupil. • This information is available and know by all staff who work with the pupil. • SENDCo to ensure all classrooms and resources are organised in accordance with pupil need. 	<p>Termly Provision Map reviews</p> <p>Annual reviews</p>	<ul style="list-style-type: none"> • Provision maps remove known barriers to ensure pupils who have medical and physical conditions so they achieve the targets set each year.
<p>All school trips are accessible for all pupils</p>	<ul style="list-style-type: none"> • Ensure venues and means of transport are vetted for suitability. • SLT to work with teachers to ensure trips are accessible to all our pupils. 	<p>On-going</p>	<ul style="list-style-type: none"> • All pupils are able to access all school trips.
<p>Ensure disabled pupils can take part equally in lunchtime and after school activities</p>	<ul style="list-style-type: none"> • Work with the families of pupils who have disabilities or feel they have a barrier to accessing a club they wish to participate in to enable this to happen. • All activities during the school day should be accessible to all our pupils. SLT to work with staff if there are any barriers that need to be removed. • RA in place when necessary. 	<p>As required</p>	<ul style="list-style-type: none"> • Disabled pupils feel able to participate equally in out of school activities.
<p>Ensure disabled pupils and staff can move around the ground floor and access outside spaces</p>	<p>Our school building is an old Victorian school with significant physical access issues for wheelchair users.</p> <p>While wheelchair users can access the ground floor of the building, it is difficult for example to access the outdoor areas and canteen without specific adult assistance.</p> <ul style="list-style-type: none"> • Classroom spaces may need to move each year. • Make sure the corridors are clear of obstructions. • Have ramps, where possible to facilitate access to outside spaces. 	<p>On-going</p>	<ul style="list-style-type: none"> • An effective plan is put in place for a pupil or staff to access the ground floor and outside spaces.

	<ul style="list-style-type: none"> • Staff are trained about what they should and should not do to assist with physical access. • Wheelchair users are not isolated from their classes unless this is unavoidable. • RA in place, when necessary. • All future building works or alterations to have physical accessibility at the forefront. 		
Ensure disabled pupils and staff have the same access to information as other pupils / staff	<ul style="list-style-type: none"> • At induction ensure systems are set up to ensure the pupil/staff can access necessary information • Review if this is effective regularly with the member of staff or pupil and their parents/carers. 	On-going	<ul style="list-style-type: none"> • Disabled pupils and staff feel they have equal access to the information everyone receives and that they need.

This plan sits alongside our trust [Accessibility and Equality Policy](#).