



# Belleville Wix Academy

## Accessibility Plan

<b>Date of Plan</b>	<b>Autumn 2021</b>
<b>Review date</b>	This document will be reviewed at least every three years. Autumn 2024
<b>Signed by Chairs of LGB</b>	
<b>Signed by Headteacher</b>	

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

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

<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"> <li>• Provision plans to be written in consultation with pupils and their families.</li> <li>• Ensure we have the resources to meet the needs of the pupil.</li> <li>• This information is available and know by all staff who work with the pupil.</li> <li>• SENDCo to ensure all classrooms and resources are organised in accordance with pupil need.</li> </ul>	<p>Termly Provision Map reviews</p> <p>Annual reviews</p>	<ul style="list-style-type: none"> <li>• Provision maps remove known barriers to ensure pupils who have medical and physical conditions so they achieve the targets set each year.</li> </ul>
<p>All school trips are accessible for all pupils</p>	<ul style="list-style-type: none"> <li>• Ensure venues and means of transport are vetted for suitability.</li> <li>• SLT to work with teachers to ensure trips are accessible to all our pupils.</li> </ul>	<p>On-going</p>	<ul style="list-style-type: none"> <li>• All pupils are able to access all school trips.</li> </ul>
<p>Ensure disabled pupils can take part equally in lunchtime and after school activities</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• RA in place when necessary.</li> </ul>	<p>As required</p>	<ul style="list-style-type: none"> <li>• Disabled pupils feel able to participate equally in out of school activities.</li> </ul>
<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"> <li>• Classroom spaces may need to move each year.</li> <li>• Make sure the corridors are clear of obstructions.</li> <li>• Have ramps, where possible to facilitate access to outside spaces.</li> </ul>	<p>On-going</p>	<ul style="list-style-type: none"> <li>• An effective plan is put in place for a pupil or staff to access the ground floor and outside spaces.</li> </ul>

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

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