



ACCESSIBILITY PLAN

**Belmont Primary School
2022-2025**

Date of Approval by Governors:

Signed by Chair of Governors:

Date of Review: September 2025

Due for Review: September 2027

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from September 2025 – September 2027.
2. 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 committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Belmont School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve 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.
 - 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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Single Equality Plan
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management
 - School Improvement Plan
 - Asset Management Plan
 - School Prospectus and Mission Statement
8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
10. The School's complaints procedure covers the Accessibility Plan.
11. The Plan will be monitored through the Resources and Raising Standards Committees of the Governors.
12. The school will work in partnership with the local authority in developing and implementing this plan.
13. The Plan will be monitored by Ofsted as part of their inspection cycle.

Improving the Physical Access at Belmont School

An Access Audit was carried out by The Head Teacher and SBM in November 2025 and a number of recommendations identified:

Item	Activity	Timescale	Cost
Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as part of scheduled re-wire and as money allows	Next scheduled rewire of KS2 building	As included in contribution to capital prog. From devolved
Identification indicators for entrances and exits	Provide sensory indicators on doors, raised markers / tactile surfaces to allow for identification of room by persons with visual impairments	To be factored into long term building amendment projects. Cost will dictate that this is a phased objective over a prolonged period.	
Décor and furnishings	Ensure decorative finishes and surfaces provide visual contrast, furniture colours contrast with floor surfaces.	On-going replacement as part of scheduled refurbishment / developments	Individual items will have minimal additional cost to that of planned refurb.
Emergency planning meets needs of people with disabilities	Ongoing evaluation of procedure during emergency drills	A full review was undertaken in 2019 following extensive building work on the KS1 classrooms. There is now step free access to both entry / exit doors making them fully accessible. Emergency evacuation procedures for those with disabilities are in place for people with mobility issues in both buildings. At this point, external doors do not all have total step free access.	

Improving the Curriculum Access at Belmont School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>	<u>Cost</u>
Increased understanding of the requirements of the disability discrimination Act and reasonable modifications to the curriculum to meet needs.	Undertake an audit of staff training requirements Training for teachers / support staff on differentiating the curriculum and DDA requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum Teachers, support staff and governors are aware of the relevant issues and can ensure that this group has equality of access	Refresher training & awareness for staff & Gobs On-going training as required	Increase in access to the National Curriculum Increase in access to all school activities for all disabled pupils	Training fee / Gov's training
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	Equality of access to extended schools provision	none
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Create a learning space for children with learning difficulties to be able to successfully access the curriculum.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Participation and engagement is not hindered by classroom layout. This space was created in September 2025 and is accessed by children from KS1 and KS2 to have their curriculum needs met.	As required depending on changing individual pupil/ staff needs September 2025. Complete.	Increase in access to the National Curriculum Narrowing of the achievement gap	Staffing funded by HNF. Resources funded by fundraising events due to limited capital.
Equipment provided to support access	Provision of specialist equipment to meet identified individual needs e.g. laptops /ipads/ slope boards and other specific specialist stationery /resources as required	Pupils with specific needs are able to access the curriculum more fully. Introduction of radio microphone for hearing impaired pupils	On-going Staff training at staff meeting	As above	Training costs As required

Curriculum resources provide positive role models and promote equality	Purchase new resources that promote equality / consider disability messages when selecting learning resources.	Pupils/staff and visitors with disabilities find positive images and the promotion of equality in curricular resources and provision across school	On-going	Positive messages contribute to inclusive ethos.	As required
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Improving the Delivery of Written Information at Belmont School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	Achievement	Cost
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA/ other providers for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information to disabled pupils / those who have different first language/ parents/carers improved Delivery of school information to parents and the local community improved	
Make available school brochures, school newsletters and other information for parents in alternative formats if required. Ensure web site complies with current legislation on accessibility	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all as required.	On- going	As above The website is monitored and updated regularly to ensure it is fully compliant with statutory information as well as other communications.	