



BELLE VUE
GIRLS' ACADEMY

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Accessibility Policy and Plan

| Reviewed by | Approved by | Date of Approval | Next Review Date |
|--------------------|--------------------|-------------------------|-------------------------|
| F & GP | LGB | July 20 | July 23 |

1. Aims

Belle Vue Girls' Academy is required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Belle Vue Girls' Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Belle Vue Girls' Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Targets | Strategies | Outcome | Goals Achieved | Monitor & end date |
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| Provide convenient parking spaces near school entrances for disabled drivers | Reserve 2 car parking spaces for disabled drivers | Improved access for disabled staff and visitors | Improved access to school | Usage of parking spaces |
| Improve fire evacuation procedures | Identify places of safety for disabled students, staff & visitors and mark on evacuation notices. Identify disabled visitors in signing in book. | Improved safety of disabled/wheelchair users in the event of a fire evacuation | Confident that all can be safe in the event of a fire | PEEPs for all students and staff as required – constantly reviewed |
| Provide access to “re-val” units for all pupils | Additional “re-val” unit mounted at lower level | Increased level of independence | Improved access and independence for “small for age” pupils | Keep in working order |
| Increase inclusion of visually impaired pupils in PE lessons | Purchase specialist PE equipment for visually impaired pupils eg audible balls | Inclusion of visually impaired pupils | Increased access to curriculum | Replaced as necessary |
| Increase inclusion of visually impaired pupils in Practical lessons | Purchase specialist equipment for visually impaired pupils | Inclusion of visually impaired pupils | Increased access to curriculum | Staff awareness of availability of resources |
| Provide chairs & tables of varying heights in classrooms | Audit classrooms and assess furniture requirements | Improved comfort | Improved comfort and working conditions | Regular checks on H & S of equipment |
| Inclusion of all pupils as being part of the form | Personalise timetables of pupils on SEN Register, ie SEN “extras” timetabled in place of some | Opportunities to form wider friendships with peer group, included in all registration | Comprehensive inclusion of SEN pupils | Tutors monitor inclusion of SEN students in registration activities. |

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| | lessons so that all pupils take part in Registration periods. | activities | | On-going |
| Ensure all staff are familiar with ways of delivering information to people with disabilities. Eg use of simple language, large print, use of diagrams, uncluttered text, allowing sufficient time | Whole staff training on inclusion and differentiation, | Improved access to information by all pupils | Improved delivery of information in a variety of formats | Weekly briefings on particular students on SEN register for all relevant staff. Use of training days |
| Competent administration of medicines and emergency aid | Appoint suitably qualified health care professional | Improved confidence in dealing with students with temporary or permanent disabilities | Improve attendance; parental confidence in school situation | Working with outside agencies to include mental health referral and counselling |
| Student Voice | Listen to individual students opinions on ways of improving access to all areas | Increase confidence of students on SEN register | Greater independence and less reliance on support out of classroom situations | On-going. |