



BELLE VUE GIRLS' ACADEMY

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Accessibility Policy and Plan

Reviewed by	Approved by	Date of Approval	Next Review Date
KWL	LGB	Spring 25/26	Spring 26/27

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

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-pupils with disabilities.

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
Provide convenient parking spaces near school entrances for drivers with disabilities	Reserve 2 car parking spaces for drivers with disabilities	Improved access for staff and visitors with disabilities	Improved access to school	Usage of parking spaces
Improve fire evacuation procedures	Identify places of safety for students, staff & visitors with disabilities and mark on evacuation notices. Staff with visitors identify any additional needs on arrival. Evacuation chair on 2 staircases with trained staff to employ in case of emergency	Improved safety of people with disabilities and 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
Increase inclusion of pupils with visual impairments in Practical lessons	Purchase specialist equipment for pupils with visual impairments	Inclusion of pupils with visual impairments	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

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 adaptive teaching	Improved access to information by all pupils	Improved delivery of information in a variety of formats	Use of training days, faculty meetings and Faculty CPD to train staff on adaptive teaching that meets the needs of the pupils
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.
Inclusion of all pupils as being part of a form	All pupils in registration groups with their peers, with the exception of those pupils in our alternative provisions who can not yet access mainstream tutor time. These pupils have their own tutor group.	Opportunities to form wider friendships with their peer groups, and inclusion in registration activities. Nurture Group benefit from adaptive teaching in their NG form class with pupils throughout key stage 3.	Comprehensive inclusion of pupils with SEND	Tutors monitor inclusion of all pupils in registration activities

Improved access to facilities in inclusion department	Ramp in A21 for wheelchair access to A10	Access to the Nurture Group provision	Improved wheelchair access in school	
Nurture Group provision	Access to curriculum for pupils with SEND working below Year 2 expectations	Access to education which otherwise would not be possible at BVGA	Pupils transition to mainstream or to alternative KS4 curriculum	Ongoing
SEMH provision (THRIVE)	Increase attendance and improve learning chances of pupils with SEMH difficulties at risk of exclusion	Pupils access curriculum in low stakes, calming environment alongside learning Social communication and interaction skills, and strategies to support their SEMH needs	Pupils transition to mainstream and are able to participate in school life. Pupils may secure alternative provision where appropriate.	Ongoing

Provide intimate care to pupils who may need it	Train relevant staff to provide intimate care, including managing catheters.	Pupils are supported with their hygiene needs	Pupils feel included, confident and accepted, and maintain dignity.	Training from health care professionals as needed
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