



Belmont Community Primary School Accessibility Plan

1. Introduction

Belmont Community Primary School is fully committed to ensuring equality of provision for all pupils, staff, parents, and visitors who access our site. In line with the Equality Act 2010, we aim to provide an inclusive environment where individuals can fulfil their potential regardless of disability. The Act defines a disability as a physical or mental impairment that has a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities.

Belmont Community Primary School pledges:

- Not to treat anyone with a disability less favourably because of their disability.
- Not to treat anyone with a disability less favourably for a reason related to their disability.
- To make reasonable adjustments to ensure no-one is at a substantial disadvantage.
- To plan strategically to increase access to education for disabled pupils.
- To educate the whole community around disability, promoting understanding and equality.
- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment to ensure greater accessibility.
- To ensure that all policies and procedures reflect our inclusive values.

This Accessibility Plan is implemented, monitored, and reviewed every three years, with annual progress checks by the Governing Body.

2. The Purpose and Direction of the Governing Body

The Governing Body demonstrates its strong commitment to all children, young people, and adults in our community, including those with disabilities. Our ethos promotes inclusion, safety, and respect, enabling each individual to realise their full potential and contribute meaningfully to society.

Governors and staff work collaboratively to:

- Remove barriers that may prevent full participation.
- Ensure that policies, practices, and procedures meet the needs of individuals with disabilities.
- Promote a culture of inclusion across the school.
- Plan proactively for the needs of prospective pupils, staff, and visitors.

3. Identifying and Meeting the Needs of Disabled Pupils, Staff, and Visitors

Belmont Community Primary School regularly reviews the needs of pupils, staff, and visitors with disabilities. Where a specific need is identified, we work to make reasonable adjustments, including providing bespoke equipment, adaptations, or support.

We liaise closely with parents, external professionals, and relevant agencies to ensure provision is appropriate and responsive to changing needs.

4. Increasing Participation in the Curriculum

We are committed to ensuring that all pupils, including those with SEND, can access the full curriculum.

Key actions include:

- Early identification of additional needs, including transition planning through liaison with nurseries and external settings.
- High-quality inclusive teaching, supported through ongoing staff training in differentiation, disability awareness, and Quality First Teaching.
- Regular monitoring through learning walks, book scrutiny, and planning checks conducted by the SENCo and Senior Leadership Team.
- Use of assistive technology, reviewed through joint audits by the SENCo and ICT Lead, ensuring specialist software and devices are available as needed.
- Inclusive access to enrichment activities, clubs, and educational visits, supported through robust risk assessments.

No pupil is excluded from wider curriculum opportunities due to disability.

5. Participation in Wider School Life

We strive to ensure that pupils with disabilities can access all opportunities within school life, including extracurricular activities and educational visits.

Where appropriate, additional support, targeted activities, or adapted resources are provided to maximise engagement and enjoyment.

6. Accessibility of the Physical Environment

Belmont Community Primary School maintains an accessible, safe, and welcoming environment.

Measures currently in place include:

- Disabled parking bays with lowered kerbs for wheelchair access.
- A lowered reception desk and sign in screen for ease of use.
- The school is single storey.
- The Hygiene Suite is equipped with handrails, and an emergency pull cord.

Emergency Evacuation

- A Personal Emergency Evacuation Plan (PEEP) checklist is available to support staff in determining whether a child requires an individual PEEP.
- The PEEP system is in place for pupils, staff, and visitors who have additional evacuation needs.
- A temporary PEEP process is available via the Main School Office for visitors or individuals who require short-term evacuation support.

Ongoing Review

- Annual review of signage, lighting, acoustics, hygiene facilities, and access points.

7. Access to Information

We ensure that pupils, parents, and visitors can access information in formats suited to their needs.

This includes:

- Large-print materials, coloured overlays, simplified documents, and digital formats.
- Assistive technology to support pupils in accessing lesson content.
- Provision of translated or enlarged information for parents.

We also promote awareness of rights for disabled individuals through PSHE lessons and assemblies, including explicit teaching of Article 23 of the UN Convention on the Rights of the Child.

8. Management, Co-ordination and Implementation

The Headteacher is responsible for managing and implementing this Accessibility Plan. They work closely with the SENCo, Health and Safety Governor, Site Manager, and Senior Leadership Team to coordinate resources and monitor accessibility.

9. Monitoring and Review

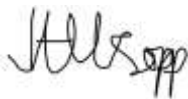
This plan is:

- Monitored annually by the SENCo, SLT, and Governing Body.
- Reviewed and updated in full every three years.

Adjustments are made as required to ensure ongoing compliance with statutory responsibilities and our commitment to an inclusive learning environment.

Signed:

Headteacher:



Chair of Governors:



Date: 1st October 2025

Next Full Review: October 2026